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Childhood Education



Fundamentals

for Today's Children

September 1958

Journal of the Association for Childhood Education International

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**For Those
Concerned With
Children 2-12**

***To Stimulate Thinking
Rather Than Advocate
Fixed Practices***

1958-1959
Fundamentals for
Today's Children

Childhood Education

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Fundamentals for Today's Children

Volume 35

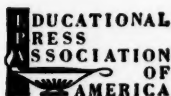
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Declaration of Faith

WE WHO ARE CONCERNED WITH THE DEVELOPMENTAL GUIDANCE AND education of children have *faith*—

Faith in them and their potentialities;

Faith in ourselves and in each other;

Faith in human values and human hopes;

Faith in active and interactive learning;

Faith which moves forward, guided by

- evidences of children's needs,
- evidences of their aspirations and creative urges,
- evidences of blocks removed and values internalized,
- evidences of increasing self-reliance and self-direction,
- evidences of interpersonal competence and social maturity.

Our faith is projected and tested in our evaluations—

- It is validated and extended in our value judgments as we think and plan and act and interact.
- It is renewed and vindicated by the intrinsic satisfactions of our own creative endeavors.

Our faith is not blind or rigid, nor is it walled in—

- It shines forth in our communications with children and with those who entrust us with them.
- It raises our morale, lifts our aspirations, sustains our efforts.

As ADULTS concerned with children we have a high commitment.

We believe the adult, through understanding child growth and development, can plan for a continuous program to meet the individual child's needs—one which provides opportunities for the individual child to carry out his creative drives, revealing his individual differences in knowledge, impressions, feelings, appreciations, skills, methods of work.

We believe the adult, in providing for different learning experiences and giving the individual child creative outlets in all areas, has the responsibility to see that each child discovers himself, his needs, his on-going interests, and at the same time builds respect for self and others.

We believe the adult realizes that the individual child needs freedom to carry out his creative drives—but at the same time needs direction to learn to build responsibility.

(Continued on next page)

(Continued from page 3)

We believe the adult values the importance of the individual child's rhythm of work, play and rest and channels the child's energies in the direction sound for him.

We believe adults concerned with today's children need to reaffirm in confident and strong terms the importance of how children feel—

- Unless children are regarded with consideration and understanding and with respect for their human worth, there is grave danger that they may become pawns of an uncertain and confused society.
- Unless pressures "to achieve" which are inflicted on children from many sources are relieved, serious blocks to learning may result and serious damage may be done to their personalities.

We believe the adult of today (in the face of big, sudden and unpredictable changes) must foster the spirit of cooperative inquiry in children.

Children need to know:

- What are the current circumstances?
- How did they come to be?
- Where will they lead us?
- How can they be changed?

We believe the adult should help children acquire the skills with which to ferret out basic issues and deal with them.

We believe the adult working with children needs to share with community groups the knowledge gained through experiences—in developmental guidance and in the findings of research.

We believe the adult has an obligation to children to work with community groups for legislative action in the best interests of children.

The world and all its people and life in all its manifestations provide the content for education. To the degree that understanding adults set the stage and assume responsibility for their guidance, children will grow into mature beings, stable within themselves, effective in their social relations, resourceful and self-disciplined in identifying and solving problems.—ERNA CHRISTENSEN, *teacher, Public Schools, Bronxville, New York*; JENNIE WAHLERT, *director, Nursery School, and teacher, Department of Education, Washington University, St. Louis, Missouri*; LAURA ZIRBES, *professor of education emeritus, The Ohio State University, Columbus*.

These Are Today's Fundamentals

LAST SEPTEMBER — 1957 — WAS NOT unlike other Septembers since the end of World War II. Schools opened with one-fourth the population formally enrolled. Almost a million more youngsters entered the first grade with the total number near 30,670,000. High schools were up by some 600,000 to about 8,424,000 students. Colleges and universities counted about 3,500,000 at registration with an upswing of over 200,000 from the year before.

Rumblings were heard of the shortage of 135,000 teachers, of 50,000 scientists and of 100,000 engineers. Quality of education for the quantity of students was a paramount issue from the first grade through college. Pressures were on for harder work and more learning. Parents were beginning to realize that college attendance for their children would probably depend upon concentration and academic achievement through the grades and high school. It was also known that approximately 200,000 gifted graduates from the spring commencements of high schools would not enter college. Questions were beginning to be asked concerning motivation toward scholarship and higher education. Guesses were beginning to be made that such motivation did not lie with teachers alone; that home and family and emotional climate of the community as a whole were creative forces in the desire to continue to study and to learn.

High school and college youth were described as conforming, complacent, egocentric and satisfied with their major aim in life—the development of the

ability to earn for their own future families. Teachers in colleges were pictured as on the lookout for supplemental income and resigned to the status of “guideposts” instead of guides for youth. Their counterparts in elementary and secondary schools were depicted as suffering from the lowest morale in the history of public education because of too heavy teaching loads, too low income, too much hard work with too little recognition or glory.

In spite of all of these negative forces at work in the nation's educational institutions, new ideas were under consideration; but there was, as yet, not too much pressure for their use. Recognition was coming that to hold back unusually able students was to frustrate, to waste and to bore those with high potential. James B. Conant, ex-president of Harvard and former ambassador to Germany, was swinging around the country making a two-year study of the comprehensive high school and its capability to serve well the needs of the academically talented.

Merit raises for teachers were being quietly mentioned as possible incentive for better productivity. Colleges and universities were realistically facing their major concern on how to maintain quality instruction for the quantity of students soon due on their doorsteps. Television teaching and tape recordings were hovering on the horizon as possible sources of high quality instruction. Teachers' aides had proven their worth in taking routine tasks from teachers' loads wherever they had been employed. Bernard Baruch was

suggesting special awards for teachers who had or could inspire students toward greatness. And, it had been discovered that children who had spent more time in school with good teachers learned the most, rather than those upon whom the most money had been spent!

Then came October 1957! In one blast of a high efficient rocket, the Air Age gave way to the Space Age. Man moved into a new sphere. And it was not the scientists and technologists of the United States who made this first world-shaking move. The pride and arrogance of our previous technological achievement gave way to near hysteria and panic of doubt.

Schools were caught in the middle of the highly emotional muddle. Talk of the imperative of physical science and engineering technology almost drowned out the American Dream of the educated man. The gifted took the spotlight and almost left the average in the dark. Focus became centered on the academic and the intellectual defined as "the scientific," with a growing possibility that it was inevitable the term "egghead" would have to take on new connotation.

After near panic came a calmer reassessment. "Science" once again began to be discussed as *the sciences*—physical life, behavioral and social. Man, the human being, came in for consideration as a person rather than as a "mere fact" or statistic. His education, by the same token, was gradually reconsidered in light of his distinctive capacities and interests as well as his need for breadth of orientation in a fast paced world of change.

Man's horizons are three-dimensional—the horizons of yesterday, of today and of tomorrow. His education prepares him from the past to live today and to create for tomorrow.

Yesterday's Horizon

John Rush reminds us that for only half of man's existence—perhaps for only about a half million years—has he been a toolmaker. For only three hundred years has he been at his scientific research and technological invention. For only sixty years has he known of atomic energy, and for a mere eighteen years has he had "an awkward" technique of fission of the atom which has also brought about an understanding of atomic fusion as well.

Just a bit over fifty years ago—within this century—man conquered air as well as a new source of energy and began his conquest of space. But one must not forget that in this same century, a League of Nations was born and died to give birth to a United Nations, a faint promise that there will be social and cultural, as well as physical, survival. Man, in this same half century, is beginning to understand himself and his conscious and subconscious motivation with Freud having furnished impetus to the understanding. Harry Stack Sullivan and others like him have led the way to comprehension of the impact of inter-personal relations on man and his behavior. Study groups and group process have moved forward rapidly. Florian Zananecki contributed the now accepted fact that the dynamic is the normal and the static is the aberration in social living. Chemotherapy has revolutionized medicine, and dread killers such as poliomyelitis, vascoarterial diseases and cancer appear near eradication.

Today's Accumulated Tensions

Nonetheless, today's immediate horizon is clouded with tension and with threatening promise of devastation and destruction of all that man has wrought. Bertrand Russell has been quoted as saying that the question of this age is not whether man can survive on other planets

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but whether he can remain alive upon his own!

Every creation of man's inventiveness seems to hold within it both the promise of disaster and of unlimited potential for life. A single wave of atomic bombers from the Strategic Air Command of these United States could leave 50,000,000 dead and bring into reality the apocalyptic prediction that rivers of blood would flow five miles high and near to two hundred miles long, so writes Richard G. Huber in the *Houston Post* in April 1958.

Albert Schweitzer, in his "Declaration of Conscience," has deplored the possibility of destruction of human life and health through radioactive fallout. He declared there was violation of the integrity and dignity of man if he were maimed or killed by radioactivity and this fact were hidden in statistics and, therefore, unidentifiable as a basic cause.

Norman Cousins has stressed that as dangerous to this age as atomic fallout and massive armament is "the saturation of tension" which, at any moment, may cause a trigger finger to punch the red button which would wreak havoc the world around.

No less a threat on today's horizon are those who would, in the name of emergency, trade the American form of education of free men of responsibility and dignity for a "European system." Byron S. Hollinshead has noted with some amazement the criticism of education in the United States which has come about since the launching of Sputnik I. He readily admits that improvement is

always highly desirable, but he also asks a series of questions worth considering by those who would turn away from an educational ideal which has produced "a new Man" who "has made the deserts bloom, who has taken the peasantry out of farming, who has removed the drudgery from factories, whose productivity per worker is by far the highest there is, who is surrounded by the world's best existing systems of communication and transportation." And he asks, "Was this progress made by a people with an inferior educational system? If so, inferior to what?"

Freedom, as the United States knows it, has stemmed from and been maintained by the education of all. At least this is the ideal. Development of the person and his distinctive potentialities has been the aim so that each man or woman could make a contribution to the country, the family and to society from a sense of responsibility and basic dignity. Totalitarian countries operate educational systems from a diametrically opposite point of view. They educate man for use of the State. When education of persons gives way to education for selfish use of persons to attain State ends, then the sun has set on the horizon of a free people.

No one will deny the difficult task American education has set for itself. In an article, "Can High Schools Do the Job?", a report on Dr. Conant's study of secondary education, the "comprehensive high school" is described as that which attempts to educate almost all the children of high school age of a city or community. "They are responsible for educating the boy who will be an atomic scientist and the girl who will marry at 18; the prospective captain of a ship and the future captain of industry." And then the questions are asked, "Is it possible to provide appropriate and adequate edu-

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cation within one school for the bright and not so bright, for children with various motivations, for many with different vocational and professional ambitions? Does not the attempt to do so result in a mishmash of educational fare suitable for no one? . . ."

There are those who would cut back the "present efficiency, variety, and scope" of American education—to quote Hollinshead again—in order to stress the so-called "fundamentals." Among these critics are those who would eliminate education for home and family living as a "fringe" area of education. But can anyone deny the home and family as the basic and fundamental institution out of which comes (or does not come) healthy personalities capable of meeting the most severe of modern problems? And is it not true that the schools begin their educational process upon the basis built within the home and family? Today research and clinical studies offer much information which, if transmitted to youth, can help to assure a nation of emotionally balanced and physically healthy people.

Again, few would admit to the belief that all children or youth should be educated by the same pattern no matter their abilities, capacities or aims in life. Yet, there are those who would streamline secondary education in particular—and elementary education indirectly—toward college preparation or, realistically, toward an academic elite who have both financial ability and intellectual capacity to continue into college or university. Some shortsighted advocates are even suggesting that the age of compulsory school attendance be lowered in order to more quickly eliminate the "misfits." This is in the face of irrefutable evidence that the longer youth remain in school and the more school interests them, the less likely they are to fall into social waste of delinquent and criminal behavior.

James B. Conant is quoted in the article on high schools noted above as saying he has come to believe that the comprehensive high schools can do the job of educating all the children of all the people both for academic competence and scientific proficiency as well as for the vocations, for total living in all of its richness. The public schools, Conant believes, have served well the interests of all children of all sizes, types and kinds and have, thus, served the democratic ideals on which the nation has been developed. Moreover, he feels this can continue to be done without slighting intellectual goals for all and academic proficiency for those whose abilities point toward careers of science, mathematics, the arts and advanced technology.

These, Then, Are the Fundamentals

Cultivation of the intelligence as well as the skills of man is of major importance if there is to be a tomorrow. Intelligence, John Rush points out, distinguishes man from all other animal life. Intelligence is the essence of man's curiosity and of his genius; the reservoir of his learning from his past for his future; the source of his ideals and his philosophy; the basis for control of his emotions for his use rather than for their use of him to his destruction; the source of the vitality of his creativity and of his religious faith.

The threat of atomic catastrophe to Rush is only a current symptom. The real crisis of mankind is the emergence of intelligence and its intervention in the environment for the ever-increasing improvement of the living of man. Man's major task today, then, is to control the ends toward which he directs his intellectual power over nature. Freedom of man from fear, anxiety, hate, aggressiveness and drudgery is a novel concept of mankind, Rush emphasizes, but intelligence

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turned toward these ends is the only real chance for survival of the human race.

Robert W. White states that knowledge of the universe surpasses understanding of human behavior. To achieve the ends suggested by Rush, increased understanding of man by man cannot be overlooked. Man's motivation is far more complicated than Freud would have it in the erotic and the aggressive. Man's greatest safeguard, White believes, is in cultivation of his social self, his ego, his relationships with others. And it is this interdependence of independent men which gives life its guidance, its integration, its improvement, its planning toward future goals, and its interpretation of all life's activities.

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Most important, White insists, is man's drive for competence. Through stimulation of his curiosity, he improves his competence. By development of his skills in communication, in mathematics, in science, in technology, in vocations, he improves his self-acceptance and, at the same time, the acceptance of his fellow-man. In his drive for competence, man reaches out to the friendly persons in his life: his parents, his teachers, his priests, his co-workers and his friends, who help him attain the skills he needs, the knowledge he desires, and the abilities he must have to use what he comes to know.

For man to live free of fear, of hate, of anxiety, he must not only be a man of competence but of healthy personality. And the healthy personality is not synonymous with the static concept of being *adjusted*. Life is dynamic and so is personality. Life is full of problems and man is a problem-solving entity. Marie Jahoda has defined the healthy personality as one who actively meets and overcomes problems, who has an orientation to reality, and who, at the same time, is capable of maintaining an inner stability. Erik Erikson, in his *Childhood and So-*

ciety, talks of basic trust, of ego identity, of industry—or competence—of the ability to achieve intimacy with loved ones and friends, of integrity and of creativity as marks of the dependable adult as contrasted with the dependent child or the overly independent youth.

Edward Shoben, Jr., has described the normal personality as the person with self-control, self-responsibility, and one who maintains as his guiding force democratic values based on a firm belief in the dignity and integrity of man.

Peter Drucker has talked of a new philosophy: a philosophy of wholeness, with the whole equal to more than the sum of its parts. Psychologists have used the word, "Gestalt," to describe this concept. Social scientists say it as "total situation" or integration of the whole. Aestheticians describe it as art form. All are statements of configuration, of unity, of purposiveness.

Finally, Julian Huxley writes of "Faith for Tomorrow." The religion of the future must have within it "consciousness of the sanctity of existence," religion in common things, in events of human life, in the interlocking of all human knowledge. He points the way to finding sacredness in poetry, in music, in art, in the pursuit of truth, in the practices of life devoted to humanity, in the sanctification of the ideals of free men, in the right of man to be free to use his mind. He speaks of the benediction in beauty, in the solitude of nature, and, above all, in love. The only absolutes man can know on this earth are truth, beauty, wholeness and unity. Man can never here reach completeness or perfection.

These, then, are the fundamentals for tomorrow in which parents and teachers, ministers and priests, scientists and technologists, businessmen and industrialists, laborers and even men of the military

must educate if man is to survive and continue his marvelous adventure of making not only his world, but his universe, worth living in and worth living for.

Readings for Ideas

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Robert W. White, "Inside the Space-Man,"

The Saturday Review, July 6, 1957, pp. 40-43.

Erik Erikson, *Childhood and Society*. New York: W. W. Norton & Co., 1950.

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Some ideas borrowed from "The Emotional Climate of Our Times," a talk delivered at the International Council of Women Psychologists, a sectional meeting of American Psychological Association, September 1, 1957.

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Association for Childhood Education International

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St. Louis, March 29 to April 3, 1959

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Today's World Is Different

A rapidly changing global world requires that we help children to live well in the wide house of the world. It requires that we provide problem-centered science programs that afford practice in using aspects of the scientific method. Thus would an open road be provided for children to grow beyond us, the adults, in finding better solutions to emerging problems than are now available.

IT REQUIRES ONLY A MODICUM OF IMAGINATION to foresee that children who live in this bewildering twentieth century world dwell in a world quite different from that of their elders. Not even the young escape the impact of this fast changing century. Moreover, the gap between generations widens and the gulf in understanding deepens as time advances. In truth, Gibran's¹ statement of that gulf is an apt one:

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding. The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

Although probably no one denies the validity of the statement that today's world is different, the magnitude of that

difference appears to elude many. Among the many are those who hold that the education children need today resembles closely that of an earlier time. The conflict between a dynamic world and a static kind of education of young people cannot long continue without untoward consequences. Today's children need to have the kinds of educational experiences that will make it possible for their growth to extend beyond the horizons of their elders—the adults of yesterday and today. *Children must be liberated from those conformity ridden customs that dominate much of national life and from the limitations of dogmatic thinking in order to become, in fact, effective citizens of their world.* For only thus does each generation pay its debt to the past.

Predictions as to future discoveries would be ridiculous. Our ancestors could not possibly have conceived, among others, the phenomena of radio, television and atomic bombs. We would be the foremost egotists in the world if we did not believe that our children, with the limitless phenomena of the universe, its array of energy and the enlarging understanding of its controlling laws, will be able to produce many things now thought

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Beatrice Hurley is associate professor of education at New York University.



Courtesy, Bronxville School, N. Y.

Freedom to investigate ideas—discovering what magnets will do

to be unlikely, if not impossible. Witness the establishment of extraterritorial planets in orbit part way to the moon and the boundless possibilities of extending scientific knowledge attending this achievement. Witness, also, the possibility of extending the area of arable land through perfection of an inexpensive method of producing fresh water from sea water. Or, speculate upon the possibility of harnessing chemistry against illness.

Without attempting any thoroughgoing analysis of the nature of modern civilization, let us now single out for reflection a few distinguishing characteristics of today's world. Then let us speculate upon the nature of the challenge they present to adults interested in the improvement of the education of children in our times.

Characteristics of Today

We live in a global world. This is a new state of affairs. No longer can we think in terms of local, national or con-

tinental boundaries. Indeed, we cannot continue to think of the western hemisphere as constituting our world. Nor can we afford to envision the minority Caucasian race as special and apart from the great ebb and flow of all mankind. In truth, we are in and of this world—one of all people.

Such thinking has never distinguished itself as good and, in a world now considerably shrunk, to continue to think in such narrow channels is to fail to grasp the realities of our times. The most remote clansmen are our neighbors—a mere matter of hours distant. Their concerns are our concerns; their failures, ours; their successes, a vibrant part of our lives. *We all belong to the family of mankind.* What enhances one, enhances all. Likewise, what diminishes one, diminishes all.

Now it is not change that is new. It is, rather, the rapidity with which change occurs that presents newness. Some one

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has said that the world almost literally alters as we walk in it. In truth, it does. The life span of a single individual measures not alone small changes but great upheavals in cultural patterns of living. Also, new knowledge of the natural world engulfs, complements or upsets earlier knowledge of that world to such an extent that the human organism finds it difficult to accommodate to the pace of that change.

Yes, within this present generation, *the need for educating our children to be understanding of and appreciative toward the rich cultural diversity of the human family has been sharply accelerated.* Our children must be knowledgeable about remote and diverse peoples. Furthermore, they must become committed to them in terms of brotherhood. Helping children learn to live well in the wide house of the world is a compelling educational need.

Many of the baffling problems of today's world are precipitated by the unprecedented rate of population increase. Each day another 80 to 90 thousand babies are born. Roughly one-third of the world's population retires hungry each night. Countless numbers are woe-fully ill housed and ill clad. Poverty, disease and needless suffering continue to be enemies of mankind. However, rapid technological and scientific advancement now makes the continuance of such conditions unnecessary.

Utilization of Methods of Science

Therefore, again education today is challenged. *We need to provide the kinds of education whereby scientific advancement will be used to enhance life, not destroy it.* The peacetime use of modern scientific achievement should dominate the thinking of our entire population. The phenomenon of harnessing atomic energy for perfecting instruments of mass suicide



Courtesy, Grayson School,
Stanislaus County, Calif.

Belonging to the family of mankind

leads only to ultimate destruction. True, sharp conflicts in political ideologies presently engage the forces of the free world in combat with the unfree. Moreover, there can be no possible doubt that by fanning the fears of many with the agility of an octopus the advancement of totalitarian control is alarming. However, the long-range goals of mankind must be to provide massive programs of aid and assistance to those uncommitted peoples of the world so that they, too, will not come under the yoke of totalitarianism. Hope is the precious commodity the free world can supply. It is the major sustenance of most people of the world.

Now, modern science education is at the heart of social freedom. That is why science instruction promises so much for today's children. *Through proper utilization of the methods of science children are encouraged to doubt that the present answers are the final, best possible answers to any problem.* Through science children are encouraged to inquire, when viewing a set of phenomena, "What does this mean in the day-to-day life of people?" Through it children seek, by rational and experimental means, solutions, although tentative and frequently incomplete, to contemporary problems. Through the methods of science tentative hypotheses are tested and, if found valid, are incorporated into a workable body of knowledge with which to view new problems calling for solutions. The over-arching working principle that science educators in the free world must hold and seek to incorporate into the folkways of children is that when confronted with a problem to be solved they can conclude, "It can be solved."

In a very real sense, none of the truly enduring contributions of science can function in a totalitarian state. *The methods of science are methods of truth.* Regimentation of ideas and beliefs leaves

no room for critical judgment, open-mindedness and individual resourcefulness and responsibility to flower. *The methods of science prosper only when there is freedom to investigate ideas.* The right of individual dissent, even in the face of accepted truth, is a precious ingredient of scientific thinking. Such a right does not exist when there is danger of punitive retaliation by the state.

Constants in Science

Perhaps the foregoing remarks lead us to consider some of the content of elementary science for today's children. In doing so, it would be an error to overlook the fact that children's urges to understand the natural environment persist as surely today as in the past. *It would also be an error to overlook the fact that countless natural forces and laws of the universe operate today in the identical manner they have always operated.* Children of today receive heat and light from the same sun as did children of countless former generations. The separate members of the solar system are held in their respective orbits today by certain relationships between centrifugal and gravitational forces which have existed for centuries. *Evening after evening the same moon that children gazed at ages ago continues to reappear in the sky, and today's children also gaze at it in thoughtful wonderment.* Today, wind and water continue to wear away the earth's surface here and build it up there, much as they did in years gone by. The same natural forces that acted then are in action now and in doing so alter the earth's appearance.

Moreover, *children today take note of the same sequences of events that children long ago noted with interest.* Among these might be mentioned that day follows night, season follows season, the water and the nitrogen cycle continue unceas-

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ingly to operate, plants and animals continue to compete for the necessities of life as they fulfill their life cycles, iron rusts, clouds form and re-form, tides rise and fall.

These operations of natural laws are among the many constants in any modern science program. They constitute a portion of the recurring environmental phenomena with which children of each succeeding generation deal as they attempt to interpret their world. Hence, *providing experiences through which children find opportunities to build concepts and meanings attending these phenomena rightly comprises a major part of the elementary science program.* Among overarching patterns of the universe which provide focus for insightful science teaching are concepts concerning

the age and size of the universe,
the interdependence and interrelationships that exist among living and non-living things,
the adaptation and variety of plant and animal life,
the changes that go on all the time,
the interaction and balance of forces in the universe.

Now, of course, it would be folly to think of these as statements to be memorized. They are rather to be thought of as expressions of ideas that represent a growing heritage of man's long search for better understanding of his universe. *It is through countless experiences with these ideas that children gradually come to sense their profoundness.*

Science and Dogmatism

Likewise, the dynamic nature of science constantly demands that all areas of science curriculum content reflect the impact of new knowledge about them. *All areas of science are undergoing change. New ideas must be incorporated and old ones revised.* Science and dogmatism

are incompatible. The methods of science are ones of honesty. Throughout life, the honest search for truth requires a disposition on the part of the learner to find explanations for natural phenomena. To this end children profit by the kinds of instruction that utilizes their natural drives and satisfies their persistent urges to understand their world. *Problem-centered science programs provide for practice in using aspects of the scientific method.* Here children pursue tentatively held hypotheses, gather and test data pertinent to their investigations, and subsequently accept or reject their hunches on the basis of their findings.

Consequences of Actions

The ultimate test of the value of science instruction in the elementary school is the use to which the learner puts his newly acquired knowledge. Democracy needs responsible citizens. *Science instruction that encourages children to think through to the consequences of their own actions can help them incorporate intelligent responsibility into their behavior.* Rendering each learner more sensitive to the idea that his behavior can retard or accelerate the rate at which some of our natural resources are being depleted, assist or upset natural communities in maintaining an equilibrium and balance between plant and animal life, add to or detract from the beauty of the environment is a worth-while accomplishment in science education in a democracy.

The dynamic quality of modern life necessitates the introduction not alone of new content but the development of more humane attitudes as well. On the one hand, new developments in nuclear energy make possible the perfection of instruments for mass suicide and, on the other, proffer untold possibilities for peacetime improvement of man's future way of life. New knowledge of chemistry

hastens the day when those diseases still defying scientific investigation will be harnessed. For example, the dreaded disease called yaws can now be prevented with a single shot of penicillin given at a cost of twenty-five cents a person. Malaria, leprosy, polio have also yielded to modern medical discoveries. Such examples serve to document the fact that the traditional idea of a fixed body of content as an absolute can no longer hold. *The selection of content must be in keeping with goals of democracy.*

Surely now it can be said emphatically that the idea of keeping up with or exceeding the U.S.S.R. in scientific achievement should not be the prime motivation for improving the science education programs in our elementary schools. To fall into such a trap would be calamitous. Our proper point of reference is not to ape the educational goals of a totalitarian regime. *It is rather to develop the kinds of science experiences that will help children develop behavior consonant with democratic values.* It is well to remember that man's manifold accomplishments in the realm of science require that man learn not only to control the instruments he invents but to utilize them to the everlasting benefit of the human race. Hence, social engineering appropriate to the ideals of the free world is important and it is in this area that glaring inequities now exist. For democracy to prosper, the development of a social con-

science must keep pace with rapid scientific advancement. Gerald Craig stated this premise in his recent publication:

"For a nation to be free, it is not enough that scientists make discoveries in laboratories, for there are decisions to be made, the complex life of the community must go on, industry and agriculture must maintain their momentum and find ways to improve their operation, and behavior in every walk of life must reflect courage, creativity and responsibility in dealing with the resources of a country. No nation is any stronger than the combined wisdom of its people."²

In conclusion, it might well be stated that *the best kind of science instruction is one that offers an open road for children to grow beyond us, the adults, in finding better solutions to emerging problems than are now available.* The methods of science are essentially methods of search for truth. When the dynamic methods of science are coupled with determination to utilize the findings gleaned for the betterment of mankind, the science program in the elementary school will lead children ultimately toward better and more humanitarian living including discovering workable substitutes for violence, a search in which all of today's children must become engaged.

² Gerald S. Craig, *Science for the Elementary-School Teacher* New Edition (Boston: Ginn & Co., 1958). P.38.

MEN ARE UNEQUAL IN THEIR NATIVE CAPACITIES AND THEIR MOTIVATIONS, AND therefore in their attainments. In elaborating our national views of equality, the most widely accepted means of dealing with this problem has been to emphasize equality of opportunity . . . it candidly recognizes differences in endowment and motivation and accepts the certainty of differences in achievement. By allowing free play to these differences, it preserves the freedom to excel which counts for so much in . . . individual aspirations, and has produced so much of mankind's greatness.—From *"The Pursuit of Excellence."* Copyright 1958 by Rockefeller Brothers Fund, Inc. Reprinted by permission of Doubleday and Co., Inc.

The Organic School

"Children have always learned by their normal process. Culture is too superficial to penetrate and change the inherited genes. In unsympathetic environments they have been unable to discover, release and develop their potential capacity. The organic school is the sunlight to their biological strivings," says L. Thomas Hopkins, professor emeritus of education, Teachers College, Columbia University, New York.

ONE OF TODAY'S CRUCIAL FUNDAMENTALS is how to reorganize schools so that children may grow and learn by their normal biological process. An institution operating on the traditional storage concept of education must shift to the process through which a child becomes a mature person. The underlying biological evidence and its implication for educational change will be presented briefly.

Hidden in the nucleus of every living cell are little protein molecules called genes. Mother and Father each contribute half of them when the egg is fertilized by the sperm, to begin a new life. They unite to form a flexible genes pattern or codescript or early cellular mind of the baby. Every person carries this throughout life. Without it the egg could not be fertilized and he could not be born. These unseen genes link him with primordial life and affect greatly what he may become.

Each child has a different group or constellation of genes. The great number carried by his parents gives little chance that any two children in the same or different families will have the same combination. These individual differences set at the beginning continue to be normal throughout life. Through interaction among themselves and with their external environment, these genes control the growing prenatal life and give it potentials for later development which must be understood to be utilized in the school.

Genes carry the biological process of growing inherited from their ancestors. They use it to develop the foetus and bequeath it to the baby so that he may rise to higher levels of learning and behaving. Every child in every culture is born with this one normal process of growing, developing, learning. Through it he becomes himself. Through it he reaches his highest level of self-realization. When the process fails, the life ceases. When the process is restricted, self-development is arrested.

Three months after conception the physical structure of the new life is formed and it passes from the embryonic to the foetal stage. Here it increases in size and functional activity until birth. The operating process has three aspects—expanding, differentiating and integrating—which act simultaneously, but with a definite relationship. Expanding precedes differentiating, and integrating is the unity or the quality of the whole. Expanding continuously without differentiating is growing toward cancerous tissue, not toward an embryo. To force differentiating without expanding produces disunity among the parts and disintegration. These relationships are most important not only for the embryo but for the child and the educator.

Expanding of cells is relatively simple. They grow, mature, divide into daughter cells which continue the process on the same level. At certain stages some cells

begin to differentiate. They develop new groupings to form new parts or organs of the new life. This new creative response of the genes is stimulated by many and subtle environmental influences such as the composition of the cytoplasm, slight differentials during cleavage to form daughters, location of the cell in relation to the supply of oxygen and other nutrients, disposition of metabolic wastes, pressure in a series and perhaps some key organizing cell. Thus the process operates through interaction of individual cells and the organism as a whole with the environment internal and external.

The control of this interactive process is always within the growing life. It never rests with the outside environment. The mother furnishes a variety of foods which the growing life selects and converts into its bones and tissues in the warm, comfortable shelter. But the mother does not tell the foetus when or what to select or when or how to convert it into various parts. Only the growing life makes this decision. The genes know when and how to do this and at this stage their knowledge is better than that of the mother.

Learning Process

After birth this growing process is called the learning process; but it is the same process, for a life has only one. In his new environment the baby is outgoing, self-selective, intaking, converting, assimilating and eliminating, all of which are the essential movements of the foetus. Now the baby has two uses for his process—to develop new structure toward physical maturity and to create behaviors toward people and things necessary to becoming a self in his new world. He develops body size as in the embryonic life by converting self-selected foods into nutrients for the cells to expand, differentiate and inte-

grate under his own internal control. He develops the self by changing his perceptions of his environment into personalized meanings which become his guides to behavior. Every baby or school child must convert his external world into his internal meanings for self-development, as he converts his food into elements which his cells synthesize for his physical growth. The right cannot be denied. It can only be restricted or coerced with damaging effects to self and physique.

The early self-selections of the baby come from his total psychological field through direct contact with people. He accepts the food offered by the mother to convert into energy for physical growth. With this he responds to touch, handling and physical care. These he converts into the autonomic meaning that his mother does or does not want or love him, for his conversions are *either/or*, with no shades between. If the food is adequate and he feels a love response, he develops normally both physically and emotionally. If the psychological response is negative, he will shortly convert this internal meaning into physical symptoms toward the food. If continued over a period of time he may emotionally reject the mother, siblings and people in general—for self-development is determined more by the psychological meanings than by the food conversions.

The energy for learning is the life energy of conception. The amount varies with the gene constellation which affects body structure, endocrine gland secretions, nervous excitability and stress tolerance. These in turn are all influenced by internal meanings developed through interaction with people. So the release of energy potential for physical or self-development is affected by emotional responses. Every child is born with potential energy and capacity for learning. But individual differences prevent chil-

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dren from learning the same things at the same time with the same results. Each child has a personal rhythm or cycle of expanding and consolidating movements as he self-selects and integrates new experiences into himself. He does not store his responses as he has no storage chest. He does not grow by a smooth homogeneous enlargement like a balloon. He develops a normal self by following his own cycle of expanding and converting his self-selections into new or better differentiated old meanings. He always has ample outgoing energy unless he has been psychologically hurt by adults.

The energy direction of a single cell or of a total organism called a person is toward life fulfillment. The life purpose of the nucleus of the fertilized egg at conception later becomes the higher level purpose of attaining the most complete self-realization possible. But outside people accept this only verbally, if at all. Immediately after birth they begin to control the child's psychological field by restricting his right to select and convert his outer world into himself. They demand their external responses through limiting and conditioning his experiences and they reject his normal process by asserting that growing and learning are not the same. He controls his physical growth because adults cannot prevent him. But they try to control his learning by managing his experiences and manipulating his self-selections through teaching methods which are contrary to his biological inheritance. This dichotomy is called the neurotic paradox which is central to institutions embracing Western civilization. It does not operate in cultures manipulating the individual for the state since they do not want a child to become a mature self. To preserve the integrity of his process under these opposed pressures the child develops abnormal defense mechanisms to relieve

the demands or reduce the hurt from his external controllers. But neither he nor the adults can become mature.

To become an organic institution, the school must operate on the basic principle of growth of an embryo into a fetus, of a baby into a child. The viewpoint must be changed from present adult control of subjects to child control over his own experiences. He must be seen as growing up into the culture in the direction of his own self-maturity. To do this he must use intelligently his outgoing energy to learn how to meet his own internal needs by his own process in cooperative interaction with others. To help him is the primary function of the school.

The energy needs of any child fall in large areas common to others. First, he must expand his experiences through many and varied first-hand contacts with his environment. He must develop confidence in his outgoingness, locate and increase the numbers of his perceptions and develop new creative meanings from his enlarged insights. Second, he must extend his interactions with people by becoming increasingly aware of or at home with larger numbers and more varied groups to include his peers, his teachers and other adults. He must learn how to accept others while respecting their individuality, to work with them cooperatively while allowing each to develop by his normal rhythmic cycle.

Third, he must be encouraged to externalize the behaviors conditioned into him by his parents so that he may see how they operate under new conditions and the teacher may see how to help him emerge them to higher levels. Conditioned autonomic responses are used emotionally or impulsively. They can be used thoughtfully only when released and remade on a deliberative level. If they are not reconstructed in these early years they may later become powerful influ-

ences in arresting development. Fourth, he must have guidance in accepting, understanding and using his normal growth process in all of his experiences. The teacher, expert in this process, helps the children manage, enrich, study, clarify their own experiences so that they may see themselves and their process as a growing unity.

To deal successfully with these areas of need, children must learn how to use the many media of communicating to others, their own meanings, feelings and values. As they relate these products to their needs, they acquire skill in expression, clarify the need area, and release energy for further efforts. They must also learn how to read the communications of others shown in the same media. And what is most important, they must accept all such overt behaviors as best judgments presented honestly and sincerely for helpful understanding and appraisal by others—for only through sympathetic interaction can anyone gain creative insight into his real self.

As children clarify their needs and enrich their meanings through direct com-

munication with others in common group experiences, they can better self-select and assimilate from the experiences of absent people. They can use their normal process to learn how to read and acquire information from books or other non-living sources. As they increase their respect for their own experiences, self-integrity rises, groupness expands, outgoing energy or curiosity strengthens and focuses. They will work normally at their own rhythm into traditional subject areas, self-selecting and differentiating the knowledge which they can accept and integrate into the self. And the continuity will be their normal process in their ongoing experiences, recognized and consciously developed by all—each within the inherited potential of his constellation of genes.

Children have always learned by their normal process. Culture is too superficial to penetrate and change the inherited genes. In unsympathetic environments they have been unable to discover, release and develop their potential capacity. The organic school is the sunlight to their biological striving.

OUR CONCEPTION OF EXCELLENCE MUST EMBRACE MANY KINDS OF ACHIEVEMENT at many levels. There is no single scale or simple set of categories in terms of which to measure excellence. There is excellence in abstract intellectual activity, in art, in music, in managerial activities, in human relations, in technical work . . . we must not assume that native capacity is the sole ingredient in superior performance. Excellence . . . is a product of ability and motivation and character . . . we must recognize that judgments of differences in talent are not judgments of differences in human worth. It is possible for us to cultivate the ideal of excellence while retaining the moral values of equality. Whether we shall succeed in doing so is perhaps the fundamental issue in the development of our human resources. A challenge must be recognized before it can be met. Our society will have passed an important milestone of maturity when those who are the most enthusiastic proponents of a democratic way of life are also the most vigorous proponents of excellence.—From *"The Pursuit of Excellence."* Copyright 1958 by Rockefeller Brothers Fund, Inc. Reprinted by permission of Doubleday and Co., Inc.

HOW CHILDREN LEARN

Alfred L. Baldwin, Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, writes on two aspects of children's learning: difference between behavioral learning and learning based upon and accompanied by intellectual understanding; the role of anxiety in learning.

ANY ATTEMPT TO REDUCE THE CURRENT controversy in education to a few defined issues must inevitably fail because matters of fact, matters of value and matters of faith are inextricably mixed in the various stands taken by educators at the present time. Nevertheless it is essential to try to separate the questions of fact from other issues because research is the only procedure for answering questions of fact and policy decisions should be made with the relevant facts in mind. The purpose of this article is to summarize some of the research findings relevant to two questions. First, is the importance of teaching children to understand arithmetic, grammar, science or human relations before teaching them what to do? The second is the role of anxiety in learning—does anxiety necessarily retard learning and does it indicate that the pressure on the child is too great?

Understanding the Principle

Let us turn to the first question. Before proceeding further we should be clear that effective behavior need not be accompanied by intellectual understanding of how the behavior is effective or even any clear notion of what the problem is. One spectacular example is found in the behavior of some brain-injured patients who can toss a ball into boxes at different distances with quite reasonable accuracy. While they adjust the strength of the throw to the distance of the target, they cannot tell the experimenter which target is farthest away, which is next and so on.

A much less extreme example, yet even more educationally relevant, is reported by Inhelder and Piaget in a recent book¹. They investigated the development of thinking in school-age children by presenting them with various concrete problems. One problem involved the child's understanding of the principle of reflection—in this case the bounce of a billiard ball from the rail of the table. Figure 1 pictures the situation. The child could aim the ball anywhere along the rail he wished by turning a pea-shooter device that projected the ball. His task was to make the ball bounce off the cushion at the proper point to hit a target that was placed at various positions on the table. The principle that governs the bounce of the ball is that the angle of incidence equals the angle of reflection.

The experimenters found many young children at the late pre-school or first-grade level could hit the targets with fair accuracy. They adjusted their aim to the right direction and to about the right degree. At the same time these children had no understanding of the principle. Some of them did not even realize that the ball hit the rail and bounced; they drew its pathway as a gentle curve that did not even touch the rail. Slightly older children recognized that the ball bounced and some of them could give a fair empirical law, but no more. "The more I

¹ Inhelder, Barbel and Jean Piaget. *The Growth of Logical Thinking from Childhood to Adolescence*. (New York: Basic Books, Inc., 59 4th Ave., 1958).

Apparatus
for Study
of Principles of Reflection

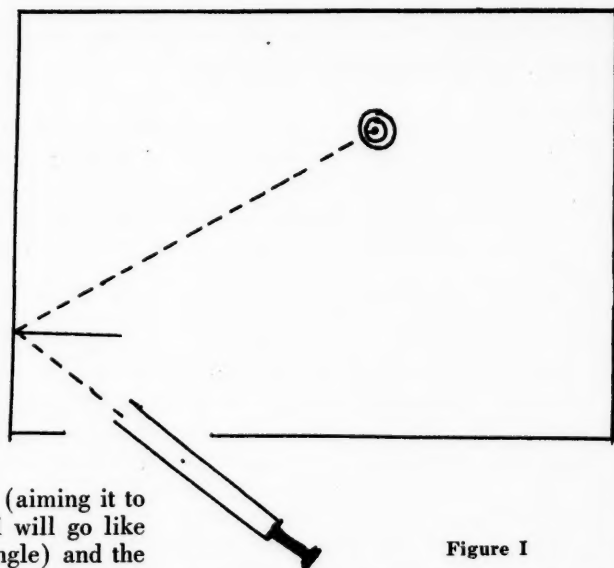


Figure 1

move the plunger this way (aiming it to the left) the more the ball will go like that (an extremely acute angle) and the more I put it like this (aiming it to the right) the more the ball will go like that (making an obtuse angle)." The quotation shows how much the child is bound to the physical motions he makes. It is only as the child approaches adolescence that he becomes able to discover the principle underlying the bounce of the ball.

Meaningful and Adaptive Behavior

Ordinarily we think of behavior that is not based on understanding as rote memory or blind automatic habit, but the behavior of even the youngest children in this experiment was not rote. It was meaningful and adaptive behavior; yet it was not insightful in the usual sense. In first grade arithmetic we generally assume that unless we get across the notion of a tens digit and a units digit, the child's counting is mere rote memory and meaningless to him. It may be, but such experiments as those of Inhelder and Piaget suggest the possibility of meaningful and adaptive yet non-insightful learning.

It is even clearer that the effective use of language does not depend upon in-

sight into the linguistic principles involved. Effective writers are notoriously unable to put down rules of good style or even the rule of clear communication. Young children use nouns and verbs properly long before the idea of such concepts occurs to them.

In still another area, human relations, our behavior is often wiser than our knowledge. Tact, persuasiveness and other aspects of effective social behavior are seldom if ever based on intellectual understanding. It is doubtful that an intellectual understanding of what primitive principles of human behavior we know even contributes appreciably to effective human relations.

On the other side of the question, insight seems essential for some sorts of problem solving. There have been, I suppose, some very effective intuitive bridge builders; but an intellectual understanding of the principles of engineering is obviously a more reliable basis for confidence.

One big advantage of intellectually governed behavior is its flexibility. A

CHILDHOOD EDUCATION

new type of bridge construction or a new type of weed killer can quickly change bridge building or gardening practices. A more efficient system of spelling English words would take years to influence writing habits.

So the question does not have a single answer. Rather, a decision must be made in the light of the specific skill whether insightful or non-insightful learning is to be desired. Perhaps some skills should be taught without any serious attempt to achieve understanding; others perhaps should be taught that way at first but at some later point the principles should be introduced. Some problems perhaps should not be introduced at all until the student is capable of grasping the principles involved and then taught on the basis of those principles.

Kinds of Abilities

What do we know about teaching these different kinds of abilities? In the *first* place, the evidence indicates that behavioral learning can occur at a younger age than an intellectual understanding of the principles. *Secondly*, it is a longer, more laborious process to acquire a skill in a purely behavioral way because the child must learn many specific responses to many specific situations, and learning in one situation transfers less to learning in another situation. This does not mean that there is no transfer or no development of a general skill, but merely less so. One of the big advantages of insight is that it can be readily transferred to a wide variety of situations. *Thirdly*, the learning process consists apparently in presenting the child with many specific examples and providing him with a prompt indication whether his response was adequate or not. The sequence of examples should be paced so that the child is generally able to make an adequate response since he learns more from

each success than from each failure. Examples of this sort of teaching can be found in many places.

Where, on the other hand, insightful learning is required, it is essential to delay such learning until the child can comprehend the principles that must be taught. Unfortunately there is no good evidence to suggest the best strategy for teaching principles. When the child discovers principles on his own initiative, he generally comes to them from an analysis of concrete problems; but whether he should be presented material in the same way is not known.

If the controversy between teaching behavior and teaching understanding is one conflict in modern education, the role of anxiety in learning is another. During the last twenty or twenty-five years we have quite generally looked upon anxiety as an unmitigated evil to be avoided whenever possible. Consequently there has been a very real tendency to let our standards for academic achievement be guided partly by the signs of anxiety it arouses in children. If an academic standard for the third grade elicits anxiety in the children, that fact has been taken as evidence that the achievement standard should be lowered. We have tended to believe that the proper standards are those that can be achieved comfortably and without stress. This policy is no mere whim of progressive educators. There is evidence to support the belief that waiting until the child is ready leads to much more efficient learning and that anxiety does generally slow down the learning process.

But the facts are subject to a different interpretation. It may not be that anxiety slows down learning in a direct fashion, but that anxiety tends to elicit various kinds of behavior, some of which are incompatible with effective learning. For example, if a person finds a particular

class very anxiety producing he may drop it. This act reduces the anxiety and is a partial solution to the individual's difficulty, but dropping the course is clearly incompatible with learning its content. While solving a problem, anxiety may lead the person into daydreaming, worrying about failure or other unconstructive types of behavior.

Constructive Use of Anxiety

Anxiety may elicit behavior, however, that actually reinforces and facilitates learning; i.e., paying close attention to the instructions, checking the work carefully for errors, refusing to give up. An experiment by Mandler and Sarason at Yale University² found that highly anxious college students did poorer than less anxious students on the first trial of a learning task. Yet in this task where success was obvious and not too difficult to achieve, the anxious students improved more rapidly and actually performed better on the last trial than did the less anxious students.

The implication of these and other similar findings is that it is perhaps more important to help children learn how to behave under anxiety than it is to avoid anxiety for them. The child who can resist the temptation of anxiety-reducing mechanisms that are incompatible with learning can actually use his anxiety constructively. Anxiety is no pleasanter by virtue of using it constructively, but it does motivate adaptive behavior. An excellent case can be made that truly top

level achievement rarely occurs without high levels of anxiety and tension.

In summary we have discussed two aspects of children's learning. One is the difference between purely behavioral learning and learning that is based upon and accompanied by intellectual understanding. The other is the role of anxiety in learning. Research in both of these areas suggests that the currently popular demand for toughening the educational process through maintenance of higher standards of achievement and more drill upon the traditional tool subjects is not entirely unwise or unjustified.

Perhaps we have lowered our standards more than necessary in our desire to be sure the child understands what he is doing and to be sure that he is not pushed to point of anxiety. If so let us gradually move toward a new pattern, testing our footing as we go. This does not mean returning to traditional education patterns. The facts that led to current practices were perhaps incomplete, but they were still facts and should still guide our policy. But more important than changing our policy is to change it on the basis of information. For this we need to know much more than we do about the details of children's learning of specific subject matter so that we may make policy decisions on evidence rather than faith.

² Mandler, George and Seymour B. Sarason, "A Study of Anxiety and Learning," *Journal of Abnormal and Social Psychology*, 1952, Vol. 47, pp. 166-173 (Washington, D. C.: American Psychological Association, 1333 16th St., N.W.).

SOCIETY AS A WHOLE MUST COME TO THE AID OF THE INDIVIDUAL—FINDING ways to identify him as a unique person, and to place him alongside his fellow men in ways which will not inhibit or destroy his individuality. By its educational system, its public and private institutional practices, and perhaps most importantly, by its attitude toward the creative person, a free society can actively insure its own constant invigoration . . . It is not too much to say that upon solution of this problem depends our survival and fulfillment—not just as a nation, but as a nation of free individuals.—From "The Pursuit of Excellence." Copyright 1958 by Rockefeller Brothers Fund, Inc. Reprinted by permission of Doubleday and Co., Inc.

How Are the Five's Faring in Your Town?

Five year olds have active brains. They are ready for facts, for information about people and places, for adventure from good books.

If your town has good public kindergartens, your five's are learning.

Five year olds are old enough for science. They have questions about plants, animals, people, weather, machines. Their minds are busy. They want to experiment.

If your town has good public kindergartens, your five's are thinking.

Five year olds are big enough for social studies. Now is the time for them to go places: to stores, to the fire house, to farms . . . to see people: policemen, postmen, women and men at work. They want to start learning about the world they live in.

If your town has good public kindergartens, your five's know a lot.

Five year olds are old enough to use tools. They can manage a hammer, a saw, a vise. These youngsters have ideas. Give them tools and guidance; their busy hands will go to useful work.

If your town has good public kindergartens, your five's are busy.

Five year olds are mature enough to listen to good music and to create music of their own. They are mature enough to see good pictures and to paint pictures of their own. They can be hard workers with blocks and clay.

If your town has good public kindergartens, your five's have ideas.

Five year olds are mature enough to have friends. They can begin to learn to think together, to work together. Their life is more full if, a part of each day, they can stand on their own with pals their own size.

If your town has good public kindergartens, your five's are friendly.

Five year olds are old enough to use their bodies well. They can climb and run and build. Give them space, good equipment, good teachers and they will grow even stronger and better coordinated.

If your town has good public kindergartens, your five's are healthy.

YOU CAN HARM IN TWO WAYS

1. Treat five year olds as if they were babies

"They are so small" . . . "All they do is play" . . . "Six is soon enough for them to start to school" . . .

A few lucky children will make out all right. But most five year olds have

hard times today. They do not learn as much as they can. They do not do the most they are capable of doing.

Our streets are so dangerous. Our homes are so small. Adults are so busy. Too many five year olds do not have the friends, the tools, the space, the helpful stimulation, the guidance that they need.

One way to harm a five year old is to forget him. Make him wait until he is six before he has a school to go to.

2. Treat five year olds as if they were six

"We have 67 in our kindergarten" . . . "Our kindergarten teacher is not trained" . . . "We get the children ready for first grade" . . .

A few lucky children will make out all right. But too many five year olds in schools have hard times today. A bad kindergarten can be worse than no kindergarten at all.

Too many kindergartens are overcrowded. It makes no difference how large the room is or how many teachers and assistant teachers you have. Five year olds cannot take crowds.

Too many kindergartens are reading-readiness geared. The children sit too much, keep quiet too long, struggle with workbooks, are under a strain. Five year olds need easels, blocks, dolls, art supplies, outdoor equipment, work benches, music, trips.

One way to harm a five year old is to pretend he is six.

YOU CAN HELP IN TWO WAYS

1. *If your schools do not have kindergartens, start them.*
2. *If your schools have kindergartens, improve them.*

For help and information, write to:

ASSOCIATION FOR
CHILDHOOD EDUCATION INTERNATIONAL
1200 Fifteenth Street, N.W.
Washington 5, D. C.

NATIONAL ASSOCIATION
FOR NURSERY EDUCATION
155 East Ohio Street
Chicago 11, Illinois

Now is the time to be fair to the Fives!

Reprints available from ACEI. Five cents each—first copy free.

Teaching—An Ever New Adventure

Florence Porter, teacher, Ethical Culture's Fieldston Lower School, New York, reminds us of some of the values which contribute to the importance of creatively teaching an elementary grade.

FOR THE PAST SEVERAL YEARS, I HAVE had an annual visit from a former pupil, now in high school. Once a chubby, care-free boy, Bill is now a tall, lean, serious young man. On each visit, without fail, he expresses in some way his puzzlement and concern at finding me there, still enthusiastically teaching and caring about sixth graders. This is a boy for whom education has always been an exciting and stimulating process. He comes in full of his latest interests, what courses he enjoys most, his hobbies and summer plans. Then he walks slowly around my classroom, examining with a non-committal air the outward evidence of the year's study—perhaps a large map drawn and painted by the whole group, a loom constructed in shop, or scenery for a play about local history. Back at my desk, he shakes his head. "How can you do it?" he wants to know. "You're a good teacher. Why don't you go on to teach in high school or college?"

Obviously, he thinks teaching a single subject on a secondary or college level is vastly superior to teaching an elementary class. He has "gone on" to higher things. Why don't I want to?

Each year I have tried to answer him, but my replies do not seem to impress a licensed ham radio operator who has been granted permission to take advanced work in mathematics and physics. After his visits, I sometimes feel a bit deflated because I cannot make him understand. Perhaps because my profession is so

much a part of myself—like walking or breathing—I find my reasons hard to put into words. Nevertheless, when Bill questions me again, I am going to try to have a more satisfactory answer ready for him. His attitude is a challenge to me personally, but it is also typical of a widespread view of relative values in education.

Beyond Material and Social Success

An honest answer has to be based on something other than questions of prestige or financial reward. Time was when the teacher, whether in a one-room school-house or in the college on the hill, was regarded with admiration if not awe by the community. At present the stock of the teaching profession in this respect has fallen considerably lower. Nobody goes into teaching to make money; in this respect we are all pretty much in the same boat, whether we are teaching kindergarten or graduate science. We must and do look beyond material or social success for the rewards of our profession. *What we are teaching, how we are able to teach it, the quality of our relationship with students, our own personal development—these are reasons for teaching.*

When I see my young friend again, I think I shall go back with him to his own sixth-grade group with its distinct personalities and problems that grew out of these, of how we worked together to achieve understanding and a harmonious and happy life together. I shall recall

the class "problem child" and the triumph we all felt when, with our help, he gained status and acceptance in the group. I shall mention Bill's classmate who had a serious accident that year and the part we had in helping him to get well. I shall speak of our exchange of letters and scrapbooks with a European school and what we learned from this about fascinating differences between countries and peoples and about the likenesses that unite children all over the world.

I shall remind Bill of the voyages of discovery we made that year, following the Pilgrims to a new world, sharing their new life through reading their journals, and finding out how they lived and thought. I shall mention some of the ways in which the world has changed since he was in my class. Nowadays, although we are still concerned with early American history, the contemporary scene to which we constantly relate social studies and science has changed and continues to change constantly.

History in the Making

There's the new frontier, Antarctica. It offers a wonderful opportunity to be in on its exploration, colonization and experimentation. To follow such history in the making has the effect of revitalizing those far-off and somewhat unreal days when the Spanish, French and English vied with one another in exploring and colonizing our North American continent. The recent successful opening up of a Northwest passage on top of the North American continent by United States cutters has the effect of making struggles of Henry Hudson and others lose their fairy-tale quality. The 350th anniversary celebration of the founding of Jamestown has provided us with excellent maps and pictures hitherto unavailable. It would take pages to give

an adequate account of what our careful following of the building, launching, crossing and visiting of Mayflower II did to enrich our study of the Plymouth Colony. To be an intelligent "participant" in the International Geophysical Year is proving a constant challenge. Near at hand is the opportunity to follow and even take part in the new excavations being carried on at Philipse Manor in Tarrytown, the former estate of Mr. Philipse, a Dutch millionaire of the 17th century.

Continuing to Grow

This way of living with children calls for my spending almost as much time in learning as in teaching, not that this is any cause for regret, but rather one of the most rewarding aspects of my profession. No other job offers so much opportunity for personal growth and development as teaching, for if one is to be a good teacher, one can never stay in one place or keep to one pattern. Meeting this challenge is a life-sustaining process—especially for people who are growing older. Every adult wants to remain alive in the world of the present. The children we teach are rooted in this life. *If we did not continue to grow and to maintain contact with the modern world we would be unfit to teach*—the gap between us and our students would be too great.

Every year when I meet a new class I look forward to a whole new situation. Each group calls for a new approach and offers a new adventure in creative thinking. This is what keeps my teaching alive. *Although the basic curriculum remains the same, the kind of spark that will be ignited, the shape, form and direction we will follow are determined by needs, hungers and possibilities discovered in the group as we relate to one another.* This is the essence of creative teaching. For me, *it is the depth and flexibility of*

the program and the quality of my relationship with the pupils that matter most. (This is where the years of teaching experience count most of all.) Every year is a new adventure, a new challenge; and every year if a teacher is alert and growing he can bring more insight and experience to bear on its solution. I shall try to convey to Bill the excitement I feel each fall as I realize once again that every group is unique, alike only in being sixth graders.

Creative Task

I shall try to show Bill that to live with a group of children fully, honestly, with all one's heart and energy, is as creative a task as any artist or scientist performs. It is one that certainly makes as much demand on a teacher as conducting a college lecture course. Indeed, the job of a sixth-grade teacher who must be responsible not only for his students' intellectual progress, but also for their social and emotional development, challenges his soul and intellect.

On any educational level, a teacher should be a medium through which young people are led to live life more fully. I hope that I can make Bill see that it is not "better" nor "more important" to teach one age than another. Every age is crucial. A teacher should concern himself with the program and age level that offers the most personal satisfaction and the opportunity to do his best. Eleven is said to be a "difficult" age, but it also represents a stage of transition during which so many important changes are taking place. I am constantly aware of

horizons opening up, new insights gained, children turning into adolescents—sometimes overnight. I think most teachers who love their work feel this way about whatever age group they teach. It so happens that I am now teaching the sixth grade and feel this is a critical year in a child's life. But I have taught all ages and, no matter what age, *that* year always seemed to me decisive and memorable.

Bill is a senior this year and his head is full of plans for college. The gulf of time and space between us will widen. I should like to hazard a guess that as he grows older, Bill will become aware that teaching has more than one dimension, that it has depth and breadth as well as surface. I can never be "still teaching" in the sixth or any other grade. There is always that extra dimension of time and motion, as mysterious and all-pervading as life itself. Perhaps I cannot get him to understand this now. But who knows—he may learn its truth one day from his own experience, which is the greatest teacher of all.

This fall Bill offered the use of his special radio equipment to permit my present class to hear the "beep" of the Russian satellite. The Red moon was uncooperative that day, but from Bill's explanation of why we *couldn't* hear it and from the demonstration, the children learned a great deal about how radio signals work. They were fascinated by his clear presentation of scientific facts. Bill, I believe, is a natural-born teacher and one of these days it wouldn't surprise me a bit to find him teaching a sixth-grade class!

EVERY DEMOCRACY MUST ENCOURAGE HIGH INDIVIDUAL PERFORMANCE. IF IT does not, it closes itself off from the main springs of its dynamism and talent and imagination, and the traditional democratic invitation to the individual to realize his full potentialities becomes meaningless.—From *"The Pursuit of Excellence."* Copyright 1958 by Rockefeller Brothers Fund, Inc. Reprinted by permission of Doubleday and Co., Inc.

Concerns for Children Are World Wide...in Ghana

THE ANNUAL REPORT OF THE EDUCATION DEPARTMENT issued in 1956 carries a statement having the typical sparseness of an official report. "The Accelerated Development Plan for Education, which was put into effect in January 1952, aims at providing a six-year basic course of free primary education for all children in the age-group 6 to 12." Behind this terse statement is a story of long years of struggle on the part of the Christian missions, supported later by the State, and a sudden bursting forth of socio-political pressure concerned with the adequate preparation of the young for life in the rapidly changing society of Ghana.

Home Training

In the environment of the traditional home the presence of the child is a welcome witness of the ensured continuity of the family unit, which is marked at birth, at naming ceremonies and at traditional festivals by libation, and instruction in song and story of the continuing relationship with the ancestors. This continuing life of the family calls for and supplies training in good manners, respect for elders, awe of the supernatural and the crafts of daily living. It is picked up in part from the intimacy of daily life, in part learnt by increasingly sharing in the daily duties of the home, the market place and the farm.

Intrusive Pattern

Into this traditional way of simple living has come the complexity of Western industry

and commerce, law and government; the simplicity of rural life changing for many to the bewildering agglomeration of urban and industrial living. For many, no longer are the simple ways and skills sufficient. Indeed, they often can no longer be learnt within the home community. The consequences of intrusion were quickly learnt in the large towns. But away from the towns the adjustment proceeds at a slower pace. This is reflected in the continuing satisfaction obtained from attendance at traditional Koranic schools in the more remote north and in the continuing rural bias in the forest areas. It is also reflected in the degree of zeal and determination with which parents in urban communities seek to provide textbooks, exercise books and school uniforms out of meagre cash earnings.

School Programme

The balance of old and new, the concern for satisfying immediate needs whilst anticipating the future widening of experience, the thirst for new knowledge and the demand for new skills are reflected in the school programme. Initial language skills are taught wherever possible in the mother tongue. Music and dancing are encouraged in traditional forms. At the earliest opportunity sometimes in the first year, more often in the second or third years, English is introduced, laying the foundations of the unifying function of language in national and international terms in a country handicapped by the diversity of tongues, which, in some areas, attains the confusion of the Tower of Babel.



Making puppet heads
of clay

Photos, courtesy, L. J. Lewis

A pupil

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A puppet show

Governing the content of the learning of number is the principle of social growth in terms of immediate experience. The same principle is present in the social studies and the study of natural phenomena.

In the concern for health, the schools move from the practical attention to elementary rules of health conduct to formal presentation of fundamental facts leading to understanding of preventive health practices. A process which is linked as occasion offers with remedial treatment and in later stages through Junior Red Cross links with community service.

Nursery Education

In the past the pattern of family life and of local economics made the home the satisfactory place for the early education of the child. But there is now beginning to appear a need for organized provision of nursery and kindergarten facilities. At present this provision has been made by voluntary effort in Accra where the need has been most clearly felt. Whether state provision at this level will be forthcoming on a country-wide scale when the changed pattern of living has established itself will depend in part on economic progress being made, and in part on the build-up of facilities for higher, technical and professional education. It is recognized that skilled qualified manpower must be developed as rapidly as possible if development plans are to be carried out successfully. There are clear signs of an awareness of the need not only in devel-

opment of a voluntary nursery school organization, but also in study of child development and training of teachers in methods applicable to the first stages of formal education.

Teacher Training

The necessity for children in their most tender years to be taught with understanding was reflected in the doubts and fears expressed when the programme of expansion of the primary school system was announced in 1952. It was recognized that the expansion programme could only be met by extensive dilution of the teaching profession with untrained teachers largely recruited from the output of the four-year post-primary course. The risk taken represented a serious threat to educational standards in academic and psychological terms. A new nucleus of officers, assistant education officers, was responsible for supervising and assisting groups of schools, week-end and short in-service training facilities. There was a division of the normal teacher-training into two phases of two years each. Special courses for selected experienced teachers were set up. These measures represent ways of safeguarding and improving the quality of the teaching profession.

Years Ahead

Determination of the country to provide a satisfactory basic education for all children has been clearly demonstrated by the range of measures taken to meet the needs. In the next ten years continued pursuit of the objectives in the Accelerated Development Plan will transform the Primary schools to greater advantage and well-being of children.

L. J. Lewis is professor of education, University College of Ghana, Achimota, Ghana.

News HERE and THERE

By FRANCES HAMILTON

New ACE Branches

Hatch ACE, Hatch, N. M.
Lamar State College of Technology ACE,
Beaumont, Texas
Syracuse University ACE, Syracuse, N. Y.
University of Nevada ACE, Reno, Nev.

New Life Members

Emily K. Derr, Williamsport, Pa.
Elizabeth Galbreath, Chicago, Ill.
Sina M. Mott, Carbondale, Ill.

1958 Yearbook

The 1958 *Yearbook* of the Association will be sent during the month of September to presidents of ACE Branches, State Associations and International members. The *Yearbook* contains important information about the Association, reports work carried on by ACEI committees and lists officers of ACE Branches.

ACEI Center

Matters related to the ACEI Center have taken on new urgency during 1958. A new ruling of the District of Columbia requiring that construction of the building begin within a year from the time zoning is granted has made it necessary for members and friends of the Association to move full speed ahead on acquiring funds. An accelerated program for securing the \$400,000 necessary for construction of the Center was adopted at the Atlantic City Conference. From April through July, \$45,185.06 was contributed. During the fall, plans will be completed for the breaking of ground and the beginning of construction.

In this issue of CHILDHOOD EDUCATION you may read and observe more of the activities and services to be carried on in the ACEI Center.

State Presidents' Meeting

In late August, the presidents of state associations of ACEI met for an important workshop in Washington. Read later issues of CHILDHOOD EDUCATION for more details on the happenings at this first-of-its-kind meeting called by the ACEI Executive Board to discuss questions of importance to the Association.

Associate Secretary Resigns

An opportunity to serve education in a new capacity has come to Ruth Jefferson, associate secretary of ACEI. In July, Miss Jefferson accepted the position of executive secretary of the License Board of Pinellas County, Florida. While we deeply regret losing Miss Jefferson as a member of the ACEI staff, we are pleased that she is the first person to be employed by a county in Florida in that capacity. She will be responsible for the inspection and licensing of private kindergartens in the county.

Summer Board Meeting

Members of the Executive Board of the Association met in Washington in June to consider and take action with regard to the affairs of the Association. Many hours were spent during the four-day meeting in planning for the 1959 ACEI Study Conference, studying replies received from Branches and individual members to a questionnaire on what should be the content of the 1959-1961 *Plan of Action*. A tentative Plan of Action was formulated.

Building plans for the ACEI Center were studied and approval given for taking further steps toward its construction. Plans were made for increased field work and other services to Branches. Bulletins to be published by the Association during 1958-59 were authorized. A number of the members of the Board visited Congressmen and Senators to acquaint them with the work and interests of the Association.

CHILDHOOD EDUCATION

New Officers

Three new officers were elected at the 1958 ACEI Conference in Atlantic City. VERA COULTER, a first-grade teacher in the public schools of Oregon City, Oregon, is the new vice-president representing primary education. Miss Coulter brings to her office a great deal of experience in ACE work, including a year at ACEI Headquarters as Fellow. In addition to her work with her local ACE Branch and the Child Guidance Council, Miss Coulter is a member of the Oregon Education Association, the National Education Association, and the local Classroom Teachers Association.



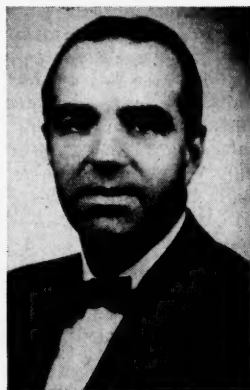
Vera Coulter

MARY TANNER, the new ACEI secretary-treasurer, is a second-grade teacher in the Public Schools of Phoenix, Arizona. Miss Tanner is a past president of her local ACE branch and has served as chairman of a cooperative curriculum study in her school district. Besides her membership in ACEI, Miss Tanner is a member of Arizona Education Association, NEA, Association for Supervision and Curriculum Development and AA-UW.



Mary Tanner

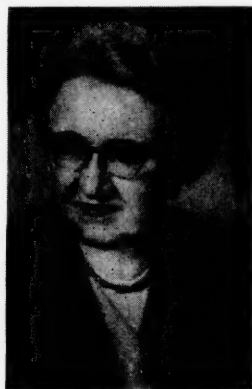
The newly-elected vice-president representing intermediate education is KENNETH HOWE. Beginning in September, he will serve as dean of the School of Education, Woman's College, University of North Carolina, Greensboro. Before coming to his present position Kenneth Howe was director of the Children's School and then director of graduate studies at National College of Education, Evanston, Illinois. He has contributed to many educational publications, among them CHILDHOOD EDUCATION. He has worked for better teacher education as co-director of teacher education workshops and a coordinator of teacher education projects for the North Central Association of Secondary Schools and Colleges.



Kenneth Howe

New Staff Associate for ACEI

Epsie Young has joined the ACEI staff as staff associate. She will be working with all phases of the program at ACEI Headquarters. Miss Young has just retired from the position of consultant in elementary education in the Public Schools of Austin, Texas, a post she has held for many years. Miss Young is a member of the National Education Association, the Delta Kappa Gamma Society, Pi Lambda Theta and OMEP. She has been an active worker in the Austin ACE and the Texas ACE. During 1950-1952, Miss Young served on the ACEI Executive Board as vice-president representing intermediate education.



Epsie Young

Merle Gray Retires

Merle Gray, president of the Association from 1955-1957, and vice-president representing intermediate education in 1947-1949, retired in June as director of elementary education in the Hammond, Indiana, Public Schools. Miss Gray has been responsible through her work with teachers, parents, administrators and children for developing an enviable reputation for the Hammond elementary schools. Miss Gray will continue her active work with the Association as chairman of the Advisory Committee and chairman of the Steering Committee. She will devote much of the next year to writing.



Merle Gray

Retirement of Mary McClenaghan

Mary McClenaghan, a former ACEI vice-president representing primary education, retired in June from her position of many years as coordinator of kindergarten and primary education in the Tulsa, Oklahoma, Public Schools. It would be more difficult to think of the Tulsa schools without her leadership were it not for her continuing effort over the years to help the teachers with whom she worked grow in ability, self-assurance and competence. The word "retired" to Mary McClenaghan means leaving the Tulsa schools but continuing her work with teachers by teaching at Tulsa University.



Mary McClenaghan

Retirement of Edna Felt

Edna Felt, secretary-treasurer of ACEI in 1954-1956, retired in June from her position as first-grade teacher in the Athens, Ohio, Public Schools. During the twenty-six years Miss Felt taught in Athens, she worked with two hundred twenty-three student teachers from Ohio University in addition to the many six- and seven-year-old children in the first grade. During her forty years in the field of education she served as a demonstration teacher, taught college classes, and was an assistant county superintendent.

Edna Felt will become an active partner in a textile weaving and ceramics project conducted in the family home at Garrettsville, Ohio.



Edna Felt

SPECIAL STUDENT GROUP SUBSCRIPTION OFFER

Students are offered a special subscription rate to CHILDHOOD EDUCATION, ACEI's official magazine. The magazine, published September through May, is offered to groups of ten or more students at the rate of 30¢ per copy per student.

Students need not be members of an ACE Branch to take advantage of this special offer.

Any number of monthly issues in sequence may be ordered (back issues will be sent only if available). Orders must be for the same number of copies of each issue. All magazines are mailed as issued in bulk to one address and payment must accompany the order.

Order blanks for this special student subscription offer are available at:
Association for Childhood Education
International

1200 15th Street, N.W., Room 306
Washington 5, D. C.

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 Miss
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Books for Children

Editor, ALICE L. ROBINSON

TIME OF WONDER. *Written and illustrated by Robert McCloskey. New York: Viking Press, 625 Madison Ave., 1957. Pp. 63.*

\$3.50. The lovely island-ocean country of which the reader has caught glimpses in *Blueberries for Sal* and *One Morning in Maine* is shown here in twenty-nine beautiful full-color pictures, each accompanied by a few lines of poetic prose. Together the pictures and text show the passing of time from spring through late summer. This is a book of moods, beautifully interpreted. For all ages—A.L.R.

BEDKNOB AND BROOMSTICK. *By Mary Norton. Illustrated by Erik Blegvad. New York: Harcourt, Brace & Co., 383 Madison Ave., 1957. Pp. 189. \$3.* Before *The Borrowers* and *The Borrowers Afield* delighted American children, Mary Norton had written *The Magic Bedknob*, published here but not so well known, and *Bonfires and Broomsticks*, published in England. The latter two are now combined in this book, and delightful fantasy they make! When the Wilson children

discover that their neighbor, Miss Price, is almost ready to begin the advanced course in her studies to become a writer, she gives them to retain their confidence a magic bedknob by means of which they could take trips to other places or into other periods of time. The results are startling on occasion, despite careful planning. Original situations, delightful conversation and consistent characterization make this good reading aloud to eight year olds. Nines and tens will read for themselves. *Ages 8 to 10—A.L.R.*

THE WORLD OF POOH. *With illustrations by E. H. Shepard. New York: E. P. Dutton & Co., 300 4th Ave., 1957. Pp. 314. \$3.95.* Particularly good for home purchase is this one-volume edition of *Winnie-the-Pooh* and *The House at Pooh Corner*. Several new color illustrations have been added and supplement well the former black-and-whites, also included.—A.L.R.

LITTLE HAWK AND THE FREE HORSES. *By Glenn Balch. Illustrated by Ezra Jack Keats. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 180. \$2.75.* Repeatedly driven from the plains, where life was easier, back into the mountains where they

SCHOOL ART PRODUCTS FOR ALL AGES!



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When boys and girls give expression to their own vivid impressions—choose their own colors—create their own ideas—then they are capable of the highest development through spontaneous self-expression.

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- Prang Stain Paste
- Prang - Painting Crayons
- Prang Oil Crayons
- Prang Colored Chalk

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The American Crayon Company
Sandusky, Ohio New York

SEPTEMBER 1958

35

Using the Bible to Answer

Questions Children Ask

John L. and Arlene G. Fairly

Children's questions are a priceless opportunity—to those who know how to answer them. For good answers stimulate the growth of young minds.

Here is help for parents and teachers who wish to give clear, truthful answers, but are puzzled by questions like: Who made God? What does it mean to be dead? What does God look like?

The authors present 13 major questions that young children commonly ask, discuss related questions, give the Bible's answer, then suggest possible answers for the child. A general section treats types of questions children ask, their reasons for asking, and basic principles for answering any youthful question. \$2.00

An Adventure in Love

W. Taliaferro Thompson

For those about to be married, newlyweds, and parents, here is a guide to adventurous living—an adventure in Christian love. Here is how love can bind a family together in faith and confidence—and a warmth of understanding that sustains during storm and stress. Chapters deal with factors in a happy marriage and handling children from pre-school through adolescence. \$2.50

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JOHN KNOX PRESS

struggled for existence, the Comanches needed horses to help themselves to become a more easily moving people and to face their enemies, the Apaches, with greater advantage. Little Hawk and Sky Girl, after capturing a wild horse, rescued the boy's father from the Apaches. The author is skillful in weaving an interesting picture of Indian life into the exciting narrative. *Ages 9 to 12.*—A.L.R.

A LIKELY STORY. *By Mary Lavin. Illustrated by Nora S. Unwin. New York: Macmillan Co., 60 5th Ave., 1957. Pp. 78. \$2.50.* The lilt of Irish speech is caught in this fairy tale of the boy Packy who would have been stolen by the Shee to live forever underground with them had it not been for the thorn in his thumb. A child lured into the cave of the Shee could return again only if he kept with him something of the outside world; and how could the little people know Packy had a thorn in his thumb? As Packy hurried home to tell his mother he knew she would say, "A likely story!" Fun to read aloud! *Ages 9 to 11.*—A.L.R.

JED THE SHEPHERD'S DOG. *By Agnes Sligh Turnbull. Illustrated by Sari. Boston: Houghton Mifflin Co., 2 Park St., 1957. Pp. 78. \$3.* In the sheep country of Scotland a dog is more than a pet. He is a working member of the family on whom the shepherd depends. And so it was in the Ramsey family. Jed cared for the sheep and for the children, and when he was stolen by the gypsies the family searched for him as for one of the children. When Jed won the Sheep Dog Trials, Martha and Tommy were pleased but not surprised. The make-up of this book is attractive—interesting black-and-white pictures, large print, short paragraphs, good quality paper. *Ages 8 to 11.*—A.L.R.

THE LIGHT IN THE TOWER. *By Joan Howard. Illustrated by Adrienne Ames. New York: Lothrop, Lee & Shepherd Co. Inc., 419 4th Ave., 1957. Unp. \$2.50.* Although this is primarily a Christmas story, it carries a fine feeling for the seasons on an island off the Maine coast. The lighthouse on the island had been dark for twenty years until a new family came one summer to occupy the house. They liked it so well they stayed right on into winter, and on Christmas Eve lighted a Christmas tree in the tower. When they saw how bright it was, they put a lantern there each

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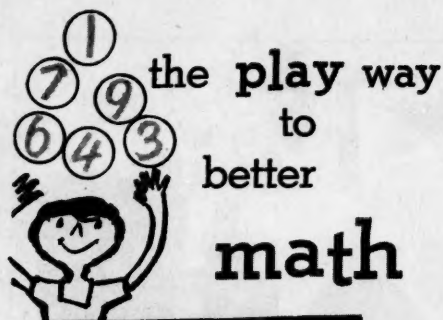
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AMERICA'S ABRAHAM LINCOLN. By May McNeer. Illustrated by Lynd Ward. Boston: Houghton Mifflin Co., 2 Park St., 1957. Pp. 119. \$3.50. The noble yet humble spirit of one who expressed the democratic ideals of a plain people is portrayed through this brief biography of Abraham Lincoln. Episodes and situations which help young readers appreciate the great courage, wisdom and understanding of the man who became the sixteenth President of the United States are related with accuracy and clarity. Excellent full-color illustrations and black-and-white half-tone drawings complement the text and add to the vividness of the story. *Ages 9 to 14.*—R.S.G.

THE GOLDEN BOOK OF AMERICA. Adapted by Irwin Shapiro. New York: Simon & Schuster, 630 5th Ave., 1957. Pp. 216. \$4.95. Exciting stories and colorful illustrations taken from the magazine, *American Heritage*, and adapted for young readers present a fascinating record of our country's past and how the people lived and worked to create a new and great nation. From the story of Columbus and the first map of the New World, made in 1500, to the dawn of the Air Age, this book tells of heroes and pirates,

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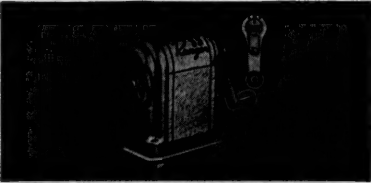
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CARTIER, FINDER OF THE ST. LAWRENCE. *By Ronald Syme. Illustrated by William Stobbs. New York: William Morrow & Co., Inc. 425 4th Ave., 1958. Pp. 95. \$2.50.* Through excellent narrative and numerous black-and-white illustrations this short biography portrays the dangers and difficulties of Cartier's explorations and presents him as a valiant man and skillful navigator. Accounts of the explorer's different voyages to the New World, his explorations of the St. Lawrence Waterway, his encounters with the Indians, and the hardships experienced as he and his men spent the winter in the New World are described clearly and effectively. *Ages 8 to 12.*—R.S.G.

READ ALL ABOUT IT: THE STORY OF NEWS THROUGH THE AGES. *By Frank Jupio. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Unp. \$2.95.* Readers from eight to twelve years of age will find this brief introduction to the story of communication both interesting and informative. Through a good storytelling technique and green and black cartoon-style pictures the author explains how cave paintings of our early ancestors, pictures carved in stone, news runners, printed newsletters and papers, and electricity have played important parts in the story of sending and receiving messages.—R.S.G.

THE COAST GUARD ACADEMY: THE LIFE OF A CADET. *By Jack Engeman. New York: Lothrop, Lee & Shepard Co., Inc., 419 4th Ave., 1957. Pp. 128. \$3.50.* What it is like to be a cadet or a midshipman at the United States Coast Guard Academy in New London, Connecticut, is told in this picture story of academy life. Over two hundred fifty photographs with captions and informative text tell what actually goes on in the life of a cadet from the time of his admission to his graduation. The first summer with its basic

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THE FIRST BOOK OF FESTIVALS AROUND THE WORLD. *By Alma Kehoe Reck. Illustrated by Helen Borten. New York: Franklin Watts, Inc., 699 Madison Ave., 1957. Pp. 58. \$1.95.* People the world around have festivals and celebrations in honor of some time or event which is dear to them. Ten of the most colorful of these festivals are described in this small book for young children. The Befana Fair in Italy, where everyone tries to make as much noise as he can; the carnival at Arequipa, Peru, where a brilliant water fight is part of the merrymaking; the Candy Festival in Turkey, where for three days everyone eats as much candy as he wants; the Festival of Pasadas in Mexico, a combination of religious pageantry and party-going, along with the other festivals described, introduce the reader to different peoples of the world and their national and religious customs. Delightful illustrations, a table of contents and an index are included. *Ages 8 to 12.*—R.S.G.

SPACE SATELLITE. THE STORY OF THE MAN-MADE MOON. *By Lee Beeland and Robert Wells. Illustrated by Jack Coggins. New York: Prentice-Hall, Inc., 70 5th Ave., 1957. Pp. 79. \$2.95.*

EXPLORING BY SATELLITE. THE STORY OF PROJECT VANGUARD. *By Franklyn M. Branley. Illustrated by Helmut K. Wimmer. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 40. \$3.* These books are practically guaranteed to answer any questions children ask adults about satellites. Both are well illustrated with diagrams and photographs to show how satellites are built, launched, controlled, kept track of, and their purpose. Both present a full-scale account of Project Vanguard. *Ages 12 and up.*—Reviewed by GLENN O. BLOUGH, associate professor of education, University of Maryland, College Park.

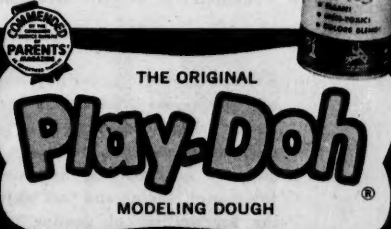
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TREES AND THEIR WORLD. By Carroll Lane Fenton and Dorothy Constance Pallas. Illustrated by Carroll Lane Fenton. New York: John Day Co., Inc., 210 Madison Ave., 1957. Pp. 96. \$3.25. The authors of *Birds and Their World* and *Insects and Their World* have written another delightfully informative, beautifully illustrated book that will answer children's questions about one of the important elements in their environment as well as inspire appreciation for trees and their nature. They describe the functions of the parts of a tree, the distribution of trees, their economic importance and their response to seasonal changes. The illustrations are especially informative. *Ages 10 to 15.*—G.O.B.

THE WONDERFUL WORLD OF ENERGY. By Lancelot Hogben. Pictures by Eileen Apelin and others. Garden City, New York: Garden City Books. 1957. Pp. 69. \$2.95. The author of *The Wonderful World of Mathematics* traces man's discoveries and invention in the field of energy from muscular to atomic. The 10" x 13" volume is in color and makes good use of large illustrations to describe how

wind, running water, gravity, heat, electricity and atomic energy are used by man to do his work. The text is clearly written and will delight the exceptionally interested pupil who wants to know more than his textbook tells him. Teachers too will find valuable information here. *Ages 12 and up.*—G.O.B.

FAMILIAR ANIMALS OF AMERICA. By Will Barker. Drawings by Carl Burger. New York: Harper & Brothers, 49 E. 33rd St., 1956. Pp. 300. \$4.95. The author, a former editor-writer with the United States Fish and Wildlife Service, has succeeded in producing a book that will answer the questions children ask when the teacher says, "What would you like to find out about this animal?" Unlike the usual field guide to animals it includes more than the description. It is a volume of interesting information on the habits, adaptations, interrelationships and economic importance of more than sixty of the most common North American mammals, reptiles and amphibians. The black-and-white drawings are as excellent and informative as is the text. Teachers and children alike will be delighted



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WALT DISNEY'S WORLDS OF NATURE.

By Rutherford Platt and the Staff of the Walt Disney Studio. New York: Simon & Schuster, Inc., 630 5th Ave., 1957. Pp. 176.

\$4.95. Like other volumes produced by this source this is a beautifully illustrated book that describes animals and plants and their environments, telling how they grow, are adapted to their living place and their usual and unusual habits. Swamps, deserts, prairies, the far north and mountainous regions are some of the environments pictured and described. Teachers will find this reference useful, young children will enjoy the pictures, good readers will learn from the text.—G.O.B.

ROCKETS AND MISSILES. *By Erik Bergaust. Illustrated with photographs. New York: G. P. Putnam's Sons, 210 Madison Ave., 1957. Pp. 48. \$2.*

ROCKETS THROUGH SPACE. *By Lester Del Rey. Illustrated by James Heugh. Philadelphia: John C. Winston, 1010 Arch St., 1957. Pp. 118. \$3.95.* This is indeed the day of the rocket and there is scarcely a pupil in the later elementary grades who will not find these two books interesting. Through text and photographs Mr. Bergaust describes specific rockets from the WAC-Corporal to rockets of the present and the future. He has written a book to settle arguments boys have about how fast and how far various types of rockets travel. Mr. Del Rey explores the problems of space travel including space suits, space stations, trips to the moon, planets and even farther up and out. *Ages 12 and up.*—G.O.B.

SOLAR ENERGY. *By Franklyn M. Branley. Illustrated by John Teppich. New York: Thomas Y. Crowell Co., 432 4th Ave., 1957. Pp. 117. \$2.75.* This popular author of books in the field of physical science explains what solar energy is, how we can make use of it, and why it is important. Experiments and simple line drawings help the text to explain solar furnaces, heat pumps, space heaters, solar cookers and solar electric generators. The author succeeds in treating a complicated lump of subject matter so simply and clearly as to be easily understood by an interested 12 year old.—G.O.B.

Books for Adults

Editor, ELIZABETH KLEMER

TEACHER'S GUIDE FOR EDUCATION IN

LATER CHILDHOOD. *By Bureau of Education, State Department of Education, under Direction of State Curriculum Commission. Sacramento: California State Department of Education, 1957. Pp. 615.*

\$2.60. Education in later childhood examines all facets of development and learning for the nine to eleven year olds. Published primarily as a guide for use in the California schools, it might well serve as a reference for any teacher of middle elementary grades. At the end of each chapter is an extensive bibliography of materials for both student and teacher use. Especially well done are the listings of growth and development characteristics and their implications for education at each age level. Despite its size (over five hundred pages) the authors have succeeded in producing a well-organized and readable guide to teaching the often neglected area of the middle elementary grades.—Reviewed by IDA HARPER SIMMONS, room director of Grade VI, Children's School, National College of Education, Evanston, Ill.

TEACH YOUR CHILD TO SWIM. *By Gene Stephens. New York: Exposition Press, Inc., 386 4th Ave., 1956. Pp. 32. \$2.50.* This is a practical handbook for parents and others who are interested in teaching the young child to swim. The clear step-by-step directions and excellent illustrations for each lesson make it possible for any adult to teach a child to swim. The teacher does not need to be able to swim since all instruction is carried on in shallow water. Mr. Stephens stresses the importance of knowing and understanding the temperament of the child, his capacity for endurance and the need for sympathy and patience in teaching. He points out ways to develop confidence in the child. He also emphasizes the need for enjoyment and for care in preventing the occurrence of unhappy experiences which might result in fear and dislike of the water.—Reviewed by MARION L. SCHWOB, associate professor of physical education, San Diego State College, San Diego, Calif.

THE AGGRESSIVE CHILD. *By Fritz Redl and David Wineman. Glencoe, Ill.: The Free Press, 1957. Pp. 575. \$7.50.* In preparing this reference work the authors have

brought up-to-date and combined two volumes: *Children Who Hate and Controls from Within*. As though Redl and Wineman were "keynoting" their discussion concerning possibilities for treating children who hate, they supply this positive reminder: "In short, these children (the aggressive ones) need a supportive design to strengthen their deficient ego functions, and a counterdelusional design to dissolve their defenses—before any of the well known channels of therapy can be tried on them at all." They suggest in the same vein of thought that there are strong implications "for the educational handling of normal child behavior in daily life" in viewing the behavior of the aggressive child.

The authors review the impact which an "experimental group therapy" home called Pioneer House brought into the lives of children who hate. They draw upon their experiences with children involved in the group therapy processes in Pioneer House for a considerable amount of data and other information.

The topic, "The Ego That Cannot Perform," is extensive and ably presented. Some points included are: Frustration, Tolerance,

Temptation Resistance, Sublimation Deafness, Taking Care of Possessions, Newness Panic, Disorganization in the Face of Guilt. Further topics as "The Delinquent Ego and Its Techniques" and "The Pathology of a Sick Conscience" identify the problems of the aggressive child. Redl and Wineman effectively identify normal and deviate reactions and illustrate possibilities which suggest answers to problems of adjustment.

This volume should prove to be especially effective in the fields of Child Growth and Development, Counseling and Psychotherapy. It represents an outstanding contribution in the field of Child Psychology.—Reviewed by EVANS L. ANDERSON, assistant professor of education, San Diego State College, Calif.

CURRICULUM PLANNING THROUGH IN-SERVICE PROGRAMS. By Harold Spears.

Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957. Pp. 350. \$4.50. Information from the in-service programs of twenty-five selected school systems furnishes the background for most of this book. Extensive coverage is given to various organizational patterns. Each is presented without evaluation or particular emphasis so that little of the author "shows through." Since in-service education is directed toward assisting the teacher, the chapter on "A Multitude of Study Interests" should supply some leads in discovering problems which concern teachers. Problem areas expanded upon are parent conferences and orientation of new teachers.


For those organizing in-service programs, the book should provide ready access to the workings of typical structures. It could become a supplemental reference for courses in supervision and curriculum planning.—Reviewed by MORROW F. STOUGH, professor of education, San Diego State College, Calif.

SUPERVISION AS COOPERATIVE ACTION. By Muriel Crosby. New York: Appleton-Century-Crofts, Inc., 35 W. 32nd St., 1957. Pp. 334. \$3.50. A textbook "developed with real people, through actual supervisory experiences" aptly describes the point of view from which the author writes. From a position of instructional leadership, she illustrates the supervisory activities of one Amy Slowe in a readable style. Both students in supervision classes and supervisory personnel in the field should find the book useful.

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medium of concrete situations and suggested materials. A sixth section of references, resources and study aids keeps the body of the textbook uncluttered and provides further study for students in supervision classes. In the section, "Establishing Working Relationships," the author does particularly well with the Supervisory Conference and Observations. Beginning teachers also receive careful consideration. The "Curriculum Development" section seems to represent the author's *forte*. It is filled with suggestions illustrated from practical experience.

Other chapters treat standard topics as Grouping, Functions of a Supervisor, and Evaluating Learning. Of particular interest to teacher educators is a topic not usually considered in books on supervision, "Working with Professional Education Institutions."

The textbook looks in upon a supervisor at work. The action moves swiftly and covers much ground lightly. Textbook and pamphlet references for those who would probe more deeply.—Reviewed by MORROW F. STOUGH.

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Helen Robinson. Supplementary Education Monographs No. 84. Chicago: University of Chicago Press, 1956. Pp. 224. \$3.50.

This eighteenth yearbook of the University of Chicago Reading Conference has as its theme a decidedly crucial issue in the teaching of reading. Each teacher of reading who realizes, as the yearbook points out, that only about 17 per cent of adults read books, with only about 5 to 10 per cent of these of any significance, can well wonder if all his effort is worth such a paltry reward. This yearbook indicates what both he and his society must do to correct such an unfortunate condition. Numerous authors center on critical aspects that influence interest in reading: (1) Why children read (to share, for information, for entertainment or escape, for self-understanding); (2) Why books must be readily available, and balanced in variety and difficulty; (3) Why the attitude of the teacher toward reading is an all-important condition; (4) Why many activities involving books are necessary (sharing, reports, clubs, television viewing, dramatics, art, story-hour); (5) What children's interests in books are; and (6) Why interest in reading declines with age, and why attempts to improve interest

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in reading have been unsuccessful to a large extent. The greatest part of this yearbook presents unique, absorbing and helpful ideas, but unfortunately, as well, a few humdrum, repetitive, platitudinous contributions the reader might just as well skip over.—Reviewed by PATRICK J. GROFF, assistant professor of education, San Diego State College, Calif.

STORY-TELLING FOR YOU. *A Handbook of Help for Story-Tellers Everywhere.* Yellow Springs, Ohio: Antioch Press, 1957.

Pp. 103. \$2; paper bound \$1. The authors of this concise handbook offer teachers, librarians and other interested persons a wealth of practical, readily-understandable advice on how story-telling can be mastered by "almost anyone." All of the crucial aspects of good story-telling are considered, such as selection, preparation, rehearsal and presentation. A useful bibliography of stories to tell and books about story-telling is included. The latter half of the handbook consists of full-length stories the authors have told successfully. Each story is followed by valuable, detailed comments on techniques tested through practice. The handbook describes methods most story-tellers would endorse. Especially pertinent for the beginner are the tips on self-control. Anyone with reasonable retentive powers can learn a story. It is the "awful fear" of the actual presentation that is so often the difficult thing to overcome. There are presented some points of possible disagreement, however. For instance, there could be a question as to the appropriateness of adjusting or modernizing traditional tales so as to avoid questions from listeners. Answers to questions as, "It happened that way because it was a magic story," or "because Jack was a magic boy," might retain better the elements of mystery and romance that have been instrumental in perpetuating the traditional tale. Should pictorial material be used, as suggested, or would this hinder the process each child makes in creating the story in his own mind? Too, some story-tellers believe beautifully written tales, such as Andersen's, should be completely memorized if told at all. Although some may not agree with the authors that practically all can become good story-tellers, *Story-Telling For You* will be an important aid to those willing to exchange their interest, effort and ability for the personal rewards that come from telling stories.—Reviewed by PATRICK J. GROFF.

MUSIC IN THE ELEMENTARY SCHOOL.

By Robert E. Nye and Vernice T. Nye. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1957. Pp. 290. \$4.25. The collaboration of

the authors—one whose experience has been predominantly within the field of education, the other predominantly within the field of music—reinforces the position of music as an essential part of elementary education. The emphasis is on the learning of methods and materials. At the end of each chapter are suggested "Things to Do" and reference guides for six current music series in use today which make this not only a practical text but a "do-it-yourself" book for professionally-minded elementary classroom teachers. Basic relationships between music and other areas of the curriculum are not neglected. There are outlined unit method procedures with specific listings of songs, books, recordings and films for enrichment. Interrelating of the different areas of the school program provides a very practical guide for the student or teacher. The chart for normal growth and development and its implications for teaching music gives many pertinent points and enables the reader to check methods with maturation levels as well as allow for marked variations. The most unique quality of this text is that the authors assume new responsibilities as a means of self-discovery and self-realization for the individual.—Reviewed by GEORGIA IRENE GERMAN, assistant professor of music education, San Diego State College, Calif.

Among the Magazines

Editor, LUCILE LINDBERG

The following are members of the 1958-60 committee: Victoria Giles, Public Schools, New York City; Janet Givens, Public Schools, Rye Neck, New York; Mary Harbage, Scholastic Magazine, New York City; Myrtle Searles, Brooklyn College, New York; Gertrude Czinner and Muriel Farrell, Hunter College, New York City; Lorene K. Fox and Mary Moffitt, Queens College, Flushing, New York.

* * *

Articles appear in many magazines which could help us as we work to improve the learning of boys and girls. But busy persons simply cannot read everything carefully. If we try to skim through too many ideas, we may

absorb little. In this column we attempt to present short reviews of articles which have been stimulating to members of the committee. We hope these reviews will provide some knowledge of what others are thinking and start a chain of thought for you.

THE SPOILED CHILD, by Goodwin Watson, "McCall's," May 1958. **SOME PERSONALITY DIFFERENCES IN CHILDREN RELATED TO STRICT OR PERMISSIVE PARENTAL DISCIPLINE**, "Journal of Psychology," July 1957. In this article which appeared first in a technical journal and later in a popular magazine, Goodwin Watson reports on a four-year study of seventy-six children, half of whom came from "strict" homes and half from "permissive" homes.

The most striking difference in the two groups was in their creative imagination. This was rated during a free play period, a period of dramatic play with a family of dolls, in original drawings, and in making up stories about pictures, by a psychologist who did not know which children came from permissive and which from strict homes. One third of the children from permissive homes were rated highly creative while only one in twenty of the children from strict homes received this rating.

The ratio of highly independent children was six to one from permissive homes. The ratio of children lacking self-reliance was more than four to one from strict homes.

There were a few children from strict homes who were high in rating of independence and a few from permissive homes who were high in dependency ratings. On the whole the more freedom a child had to make his own decisions at home, the more easily he appeared to take responsibility for making them outside. The most socialized, cooperative children came from permissive homes. Hostile feelings toward others were more common in children who had come from stricter homes. As problem-solving tasks grew harder, children from strict homes were more likely to repeat moves which experience should have taught them would not work, while those from permissive homes more often continued to try new and varied responses with growing insight into the nature of the difficulty.

The author believes that this study suggests that imposed learning is less productive than

that which the child seeks on his own. He says "bearing down hard" does not seem to be the most effective way to liberate intelligence and questions whether we can afford to do this at a time when our country is in such need of creative, independent minds.

You will want to study this article in its original version and to think carefully about its implications for teaching.

FORCING CHILDREN BEYOND THEIR ABILITIES IN SCHOOL. By Benjamin Spock. "Ladies' Home Journal," May 1958. This eminent authority in child growth and development fears that criticism of schools provoked by Sputnik will persuade citizens of the United States of America that they should throw away some of the educational aims and methods which have been developed, instead of strengthening them. He calls attention to the fact that while this is the richest nation in the world proportionately less has been spent on public education than in Russia and England.

He feels it would be tragic to assume that the Soviets are wiser in all respects and that schools everywhere should ape theirs. Science and mathematics should not be improved at the expense of other aspects of the educational system. We should realize that only a small proportion of the youth of any country can be trained to be scientists.

He reminds us that it was only in 1951 that the Soviets decided they would make ten grades compulsory. By 1955 when about one third of their students were getting that far in their studies thirty to fifty percent were failing in eighth, ninth and tenth grades, causing them to simplify the course of study. Dr. Spock reminds us that we only compel students to fail when we force them to take courses beyond their abilities.

You may wish to clip this article and mount it on the bulletin board so that interested parents can read it.

HELPING PARENTS OF HANDICAPPED CHILDREN. By Eleanor S. Reid. "Children," January-February 1958. In this publication of the Children's Bureau, Eleanor S. Reid explains that "learning to live with a handicapped child and with their feelings about him imposes upon parents the necessity for tremendous spiritual growth and intellectual understanding." These parents, like the rest of us, can take so much and no more

and they may be unable to plan appropriately unless they receive help.

Often they will not seek help directly but are probably asking for it indirectly when they say such things as: "I have my own life to live. This is too much." Or, "I cannot give my little boy what he needs. I am too nervous." Or, "Billy is just fine. He is progressing like other boys his age. We are pleased." Or, "We expect nothing. If progress occurs in our child we'll regard it as a miracle." Or, "It was all the doctor's fault. He was careless when the baby was born." Or, "I blame only myself."

Some of these parents are factually right but, whatever the facts, they need counseling or other professional services. We should do everything we can to make the resources of their community readily available to them so that they can accept the responsibility for planning a sound program for their children.

COMMUNICATION IN A CHILD'S WORLD.

By Joseph P. Lassoie. "The National Ele-

mentary Principal," February 1958. Are we so busy teaching children what we think they ought to learn that we fail to recognize how much they already know about other things? In many instances children are learning so rapidly that we do not keep abreast of them. Because of today's communication media they continue to learn outside of school. We must arrange for flexibility in our programs so that these experiences can be used in school.

Because things are moving so rapidly for us we tend to give quick answers to children and assume that they are understanding all we tell them when they are not. Much of the time we deny them the valuable experience of discovering for themselves. When we provide mass educational experiences we need to remember that a child will take from them only that to which he responds. The world in which children live is an up-to-the-minute world. It is a world filled with wonderment. If we look upon the task of teaching as one of stimulating children's natural curiosity we shall be preparing them to live in their world.

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YOUR CHILD'S SPEECH

By Flora Rheta Schreiber

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Recounting the normal development of a child's expression, this book includes developmental profiles at 1, 2, 3, 4 and 5. It also includes chapters on gifted and retarded speech and on speech defects.

In his introduction Dr. Walter C. Alvarez, professor emeritus of the Mayo Clinic says: "A marvelous book that should be in every home in the land where there are young children." Ilg and Ames of the Gesell Clinic endorsed *Your Child's Speech* highly. Dana F. Robinson, a family specialist, wrote: "This book has been a great help to me in a program of parent education, entitled *Building Parenthood Skills*." Wrote Grover A. Fuchs in *CHILDHOOD EDUCATION*: "Its style is dynamic, captivating, yet so very simple."

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1958-59 CHILDHOOD EDUCATION

Fundamentals for Today's Children

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- April:** Using Leisure Effectively
- May:** Living Safely and Healthfully

NEXT MONTH

Beginning with the Self—October Theme

Can anyone deny that *beginning with the self* is not a good way to look at "Fundamentals for Today's Children?"

The editorial by Ross Mooney, coordinator of research, The Ohio State University, Columbus, is on "The Emerging Self."

Ralph Witherspoon, director, Child Development Institute, Florida State University, Tallahassee, suggests "Teacher: Know Thyself," for this is basic to knowing others.

Teachers and parents ask, "Did You Know That Children Feel This Way?" This is answered in the way Lois Williams, consultant, Montebello City Schools, California, views the question. Mauree Applegate, associate professor of education, Wisconsin State College, La Crosse, explores how to release children for creative living.

Case studies of "Children on the Fringe" and what teachers who work successfully with these children have done are brought out by a team: Muriel Crosby, assistant superintendent and director of elementary education; Mildred Patterson, primary helping teacher, and Elizabeth Eaton, intermediate helping teacher, of Wilmington, Delaware.

Films; filmstrips, books, articles for teachers and parents, books for children are listed as resources for learning about the self by the staff of Institute of Child Study, University of Maryland, College Park.

"Concerns for Children Are World Wide," "News Notes" and reviews are in their usual sections of October's issue.

Over The Editor's Desk

Dear Readers:

One picture is worth more than ten thousand words, a Chinese proverb reminds us. Here are some photos given me this summer by educators while visiting Denmark and Sweden. (The Belgian ones will appear later.)

Parent Cooperation in Nytorps School, Stockholm, Sweden



Mothers make attractive, durable puppets. (Later, Signe Bengtsson, principal, and Margreta Larson, teacher of the class, showed them to me. Indeed they were well made!)



Courtesy, Nytorps School, Stockholm, Sweden
An engineer father tries his hand for the first time at using tools. He is making a puppet theater for a class.

Idraetshojkolen, Sonderborg, Denmark



Children arriving at adult school for swimming lessons. This school gives a five-month winter course and a three-month summer course with emphasis on physical education. Students from many countries attend.



Courtesy, Kirsten Norgaard
Student teachers are giving swimming instructions on the side of the pool. The pool has a built-in observation area beside the tank so the instructors can evaluate swimming strokes under water.

Forty thousand words *plus* on this page (according to Chinese proverb)—but not enough to express the depth of pleasure I experienced in Europe!

Happy landing in the school year of 1958-59!

Sincerely,

Margaret Rasmussen

The 1958 Revision of

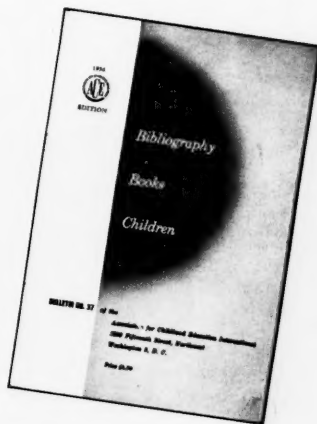
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Written by:

Marie M. Hughes, Professor of Elementary Education, University of Utah, Salt Lake City
George I. Sánchez, Chairman, Department of History and Philosophy of Education, The University of Texas, Austin
Foreword by Marian Jenkins, Consultant in Elementary Education, Los Angeles County Public Schools, California

Twofold Purpose:

To present basic ideas of the way language is learned
To analyze the meaning of language different from that of the home

Quotes:

Marie M. Hughes—

"If children are to grow in language power, their stock of meanings must grow along with the sounds [words] that they are able to imitate . . . The range of activities that are desirable is limitless: gardening, buying at the store. . . the mailing and receiving of packages and letters; talking with the custodian, the fireman, the policeman, the nurse, the principal, older and younger children are all grist for meaningful experiences. . . . Add a single piece of new equipment to an interest center in the room . . . Probably there is no resource that stimulates language more than the presence of live animals and their young."

George I. Sánchez—

"I am frequently asked, 'What language do you think in—Spanish or English?' . . . Neither . . . we think with the language of the mind, with concepts . . . The child's home-language [should] be extolled and encouraged—if possible, taught . . . 'Dual language,' properly appreciated, can be an asset rather than a debit in the learning of English."

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